A highlight in 2015 was special recognition of Rossmoyne Senior High School as a school of excellence. The Director General, Department of Education, commissioned a study on exemplary practice at Rossmoyne, to identify the key contributors to our School’s success. The findings confirmed that our School’s strengths are our capable and committed staff; motivated students; supportive School Board, P&C and parents; a belief that every student is capable of success; and authentic relationships between staff, students, parents and the School*. These characteristics create a positive, inclusive and inspiring learning environment that encourages and enables success for all students.

At the end of 2015, after 10 years of dedicated service as Principal, Mrs Leila Bothams, left Rossmoyne Senior High School to establish a new senior high school at Harrisdale. Mrs Bothams’ leadership of Rossmoyne has contributed significantly to its strengths as reflected in the Exemplary Review. The School and wider community thank her sincerely for her exceptional leadership and positive contribution to our School.

The smooth transition of the ‘double cohort’ of (approximately) 600 students to Year 7 and Year 8 at Rossmoyne in 2015 represented a milestone achievement, and Rossmoyne’s youngest students added a special buzz to the campus. A school-developed Personal Growth and Citizenship program was implemented in Year 7 as part of our whole-school positive education and well-being strategy. The range of elective subjects offered to lower secondary school students increased, progressive implementation of the Australian Curriculum continued, and the revised Western Australian Certificate of Education commenced in Year 11. Additional resources were directed to programs for students at educational risk, with an emphasis on literacy and numeracy. Innovation was encouraged and funds were directed to support e-learning and the development of a kitchen garden. These initiatives represent a sample of the curriculum development activity at Rossmoyne Senior High School in 2015.

The provision of state-of-the-art facilities for students and staff is a high priority for the School, School Board and P&C Association, and in 2015 significant enhancements were made to our buildings and grounds. Shade sails were installed over the amphitheatre and in the Year 7 courtyard, a new car park was constructed to improve traffic flow in and around the School, and three beach volleyball courts were constructed to introduce an exciting new dimension to our large and successful volleyball program. Planning for a second dance studio commenced and completion of this project is scheduled in mid-2016. The studio’s aesthetically pleasing and practical design features will complement and enhance Rossmoyne’s wonderful creative and performing arts facilities.

In 2015, the School’s staff worked purposefully and diligently towards achieving the vision and goals described in Rossmoyne Senior High School’s 2013-2016 Business Plan. The School Board, P&C and wider School community provided strong support in this endeavour. Our community is justly proud of the students’, staff’s and School’s achievements described in this report.

Angie Thomas
Principal

* A copy of the Excellence in Public Education: Performance Study Report is available on the Rossmoyne Senior High School website.

1. High expectations of staff and student performance accompanied by a strong work ethic have resulted in outstanding student achievement. Effective teaching is undertaken by deeply passionate, committed and caring teachers learning from, and supported by, their colleagues in an environment of healthy collaboration.

2. A reflective ethos modelled by the School’s leaders ensures an unremitting focus on success. Staff understand the legitimacy of data and monitor progress regularly to provide the evidence base to drive improvement and establish a contextually innovative curriculum.

3. As modelled by the Principal, leadership at every level is aspirational, strategic, responsive and authentic. There is a genuine commitment to the stated vision of developing ‘future ready citizens’ in a culture of challenge, with a supportive ethos that encourages all to achieve their personal best.

4. Planning is research-based, dynamic and aligned strategically to national, State and school goals. It provides targeted and responsive directions for the School’s operations and needs within an environment that focuses on continual improvement. A ‘can do’ approach is deliberate and is founded on traditional goals to aspire, excel and respect.

5. A sense of vigilance to, and agility around, opportunities to enhance the operating environment enable the school to respond proactively to student needs and desires. These are the drivers for curriculum pathway planning. A highly engaged, dynamic and respectful environment allows teachers to focus on teaching.
6. The modesty modeled by the school leaders derives from their belief that they are the ‘custodians’ of a tradition of outstanding student achievement. They feel professionally obligated to maintain and improve the school’s standing in developing students to excel in a challenging future.

7. The abundant intellectual capital in the school is utilised effectively to augment staff professional development and enhance the learning environment. A belief that every student is capable of success underpins shared approaches to pedagogy. A strong sense of professional camaraderie supports collaborative decision making processes.

8. The School Board provides professional, academic and objective research-based oversight of school planning and operations. There is a strong alignment between school, family and community beliefs and values. The importance of high quality, authentic relationships among staff, students, parents and the school is recognised and evident in practice.

9. Financial and human resources are managed strategically and deployed effectively. The refinement and modernisation of business processes to maximise student achievement is a priority. Financial risk is low due to transparent, collaborative, forward thinking and precisely targeted decision making processes.

The outcomes of the Exemplary Performance Review recognised the exemplary practices of the school and its leadership team, provided insights on how the school’s excellent results across all aspects of the school’s program – academic, cultural and sporting - are achieved, and provided a forum for the Department to share these insights to help inform the Western Australian public education system more broadly.

The key themes of the report reflect the elements that the Board believes are critical and which underpin the school’s continued success – real and meaningful collaboration within the school community between staff, students, and parents; a shared commitment to excellence and success for all students; the genuine and unwavering focus on developing “future ready citizens”, and an authenticity in how the school operates.

SCHOOL BOARD REPORT

It is again a very real privilege as Chair of the School Board to acknowledge and celebrate another exceptional year at Rossmoyne Senior High School in 2015. The school’s exemplary performance is a demonstration of what is possible when a school community works together. We are pleased that the shared passion, commitment and care of our school community for our students and our school has been recognised this year in the Exemplary Performance Review of Rossmoyne which was conducted by the Department of Education.

The 2015 Annual Report also highlights many outstanding achievements of our school and its students, and celebrates 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. We are proud of what Rossmoyne students achieve, and we acknowledge and thank the school’s staff and leadership team for their enormous contribution. Our staff and students are well supported by an enthusiastic and energetic parent group who make a real difference as part of the school community, and we also thank our parents for the contribution they make to the school’s success.

At the end of the year, our Principal, Mrs Leila Bothams, left the school for new ventures. Leila’s leadership over her 10 years at the school has set the tone for the school’s success, and her contribution to Rossmoyne and the school’s culture and ethos is immeasurable. Our school community has been very privileged to have benefited from Leila’s experience, insight, wisdom and commitment over the last 10 years, and we are also very grateful that the school and its leadership team is in the best position it can be for its transition to a new principal. We thank Leila for her contribution to Rossmoyne, and we wish her well with her new role.

Our school community will continue to focus on achieving positive outcomes for all Rossmoyne students, so that they can be 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. We look forward to another successful and exciting year in 2015.

Kirsty Barnetson
Chair, School Board
During 2015 the Parents and Citizens Association (P&C) continued the rich tradition of being an active partner in the school community. The P&C is committed to supporting the holistic development of the students and also works to improve the physical learning environment of the school. The parents of our school continually demonstrate their passion to ensure a positive learning experience for all students.

Utilising the generous contributions from parents, the P&C financed many activities during 2015. These included student development programs across year groups (including motivational speakers, anti-bullying, Drumbeat and Enlighten programs) and health and wellbeing projects (including Alive Week), as well as contributing to the ANZAC Day celebration and supporting the Chaplaincy program. The P&C also assisted with infrastructure improvements such as whiteboards and shelving specific to the needs of the music students, as well as lockers for Year 7 students. A major project in the school during 2015 was the beach volleyball courts which were largely financed by the P&C.

Throughout the year parents assisted the school community by operating the Second Hand Uniform Shop, providing back-stage and front-stage crew for all the music concerts, fundraising for the volleyball program and taking on team manager roles to assist the coaches. They also provided support for special events such as talking to students about their career experiences at the Careers Expo, welcoming new parents to the school, contributing to the Education Department’s study of the school and creating a banner for the School Volleyball Team for the Melbourne tour.

The RSHS community is enriched by the diverse skills, backgrounds and talents of the parents of the school. The P&C provides a pathway for parents to add their vision and ideas to the school community. The co-operation and partnership with the school and the Board ensures that the students benefit from these contributions. The P&C has a large membership and high level of involvement by its members who generously contribute their time, energy, creativity, skills and ideas.

Penny Tuffin
President
Rossmoyne Senior High School P&C

At Rossmoyne, "the importance of high quality, authentic relationships among staff, students, parents and the school is recognised and evident in practice."

Exemplary Review Report, Department of Education

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.
OUR VISION

Future ready citizens

OUR MISSION

Our mission is to engage all students in a positive learning experience such that they leave school with the capabilities, keen desire and confidence to embrace the future confidently and capably and to make a valuable contribution to their community.

OUR 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
4. A school that is an agile and responsive organisation

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 2015**

**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).

**FIGURE 1.** Percentage of Rossmoyne Senior High School students achieving NAPLAN Band 8 or higher in Numeracy and Literacy, and relative to WA ‘like’ school.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSRS</td>
<td>80.0</td>
<td>78.0</td>
<td>79.3</td>
<td>82.7</td>
<td>86.3</td>
</tr>
<tr>
<td>SIMILAR SCHOOLS</td>
<td>71.0</td>
<td>70.7</td>
<td>73.0</td>
<td>74.7</td>
<td>77.3</td>
</tr>
</tbody>
</table>

**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.

“A reflective ethos modelled by the school’s leaders ensures an unremitting focus on success.”

Exemplary Review Report, Department of Education.
Staff understand the legitimacy of data and monitor progress regularly to provide the evidence base to drive improvement and establish a contextually innovative curriculum."

Exemplary Review Report, Department of Education

Chart 1. The average achievement scores for Rossmoyne Senior High School and similar schools in Australia in NAPLAN in 2015.

The chart shows Rossmoyne Senior High School’s performance in NAPLAN relative to statistically similar (or ‘like’) schools in Australia in 2015. A total of 60 schools makes up this grouping.

**Year 9 Numeracy**

![Chart showing Year 9 Numeracy scores](image)

**Year 9 Reading**

![Chart showing Year 9 Reading scores](image)

**Year 9 Persuasive Writing**

![Chart showing Year 9 Persuasive Writing scores](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. These schools have a lower average than the selected school. These schools have a higher average than 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.
**Year 12 WACE Performance in 2015**

A total of 362 students completed Year 12 at Rossmoyne Senior High School in 2015. Of these, 87% studied four or more Western Australian Certificate of Education (WACE) examination courses while 13% 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 2015, as shown in Figure 2, below.

Each year shows the moving average figure for that year and the previous two years; that is, the 2015 figure is an average of the years 2013-15. The figure shows a slightly increasing trend, with an annual average 0.3% rate of increase.

In 2015, 99% of Year 12 students met the requirements for WACE achievement.

![FIGURE 2. Percentage of students achieving WACE based on a three-year moving average.](image)

**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 2011-15).

The Secondary Attainment rate for 2015 was 97% and the three-year average rate was 96% for the period 2013-15.

**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.

Target (i) was achieved in 2015, while the proportion of students in the bottom third was not significantly lower that like schools as many students persisted with difficult courses. Rossmoyne Senior High School’s performance compared with ‘like’ schools, from 2013-15, 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 2015 (55%), and the small percentage represented in the bottom-third of the State (22%), provides an assurance that the school is moving students ‘up’ academically.

**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>Like-Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Like</td>
</tr>
<tr>
<td>Top 33%</td>
<td>53%</td>
<td>54%</td>
</tr>
<tr>
<td>Middle 33%</td>
<td>33%</td>
<td>29%</td>
</tr>
<tr>
<td>Bottom 33%</td>
<td>14%</td>
<td>18%</td>
</tr>
</tbody>
</table>

**FIGURE 2.** Percentage of students achieving WACE based on a three-year moving average.

![chart](chart)
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 2015, school performance is also monitored through data about student transitions to post-school destinations.

**TARGET:** Successful transition of students to post-school destinations.

The school measures the extent to which this target is being achieved by:

- the Department of Education annual destinations data report for Year 12 students,
- Alumni surveys, and
- TISC university course enrolment data.

Each year, approximately 80% of Rossmoyne school leavers enrol in studies at university, while approximately 15% go on to training.

**Alumni Survey**

An Alumni survey was conducted in 2014, and results were reported in the 2014 Annual Report.

The school periodically collects information from former students about their schooling experience at Rossmoyne, including the extent to which the school prepared them for their post-school destinations. This feedback helps inform planning for pastoral care, course and career counselling, and co-curricular programs in the school.

**University Course Enrolments**

Of the school leavers who had enrolled at Western Australian universities by the end of January, 2016: 21% had enrolled in studies related to the natural and physical sciences; 21% in management or commerce courses; 20% in health related courses; 16.5% in studies of society and culture; 15% in studies of engineering or related technologies; 5.5% in creative arts courses; 3% in architecture and building courses; and 3% in education courses. *(Data source: Tertiary Institutions Service Centre, January, 2016)*

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.

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**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. The school’s ability to achieve such high median ATARs, despite its very large Year 12 cohort, attests to the excellence in teaching and learning and to the school’s processes of monitoring and supporting student performance.

<table>
<thead>
<tr>
<th>Rossmoyne Senior High School Median ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank (all WA schools in 2015)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>13th</td>
<td>Based on the median Australian Tertiary Admission Rank (ATAR).</td>
</tr>
</tbody>
</table>

**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>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>Chinese - Second Language</td>
</tr>
<tr>
<td>English as an a Second Language or Dialect</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>Mathematics 3CD: Specialist</td>
</tr>
<tr>
<td>Japanese - Second Language</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>English (Stage 2)</td>
</tr>
</tbody>
</table>
2015 PERFORMANCE: Priority 1. Success for all students

School Curriculum and Standards Authority (SCSA) Awards attained by Rossmoyne Senior High School Year 12 students.

1

General Exhibition

General Exhibitions are awarded to the 41 eligible students with the highest School Curriculum and Standards Authority WACE award scores 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.

- Gabrielle Whittington

2

Course Exhibitions

A Course Exhibition may be awarded to the top eligible student obtaining the highest combined mark in a WACE course. One hundred students need to have sat the examination for an exhibition to be granted.

- Biological Sciences
  - Joyce Lin
- Career and Enterprise
  - Amy Lee
  - Aaron Softley
- Chemistry
  - Matthew Pengelly
  - Ruochun Zhang
- Economics
  - Gabrielle Whittington
- English
  - Heneesha Kaur Deol
  - Gabrielle Whittington
- English as an Additional Language or Dialect
  - Kavitha Gnanasambantham
- Human Biological Science
  - Olivia Coker
- Mathematics
  - Han Nan Chen
  - Daniel Kullenburg
  - Matthew Pengelly
  - Damsi Weerawardena
- Mathematics: Specialist
  - Ruochun Zhang
- Physics
  - Ruochun Zhang

1

VET Exhibition

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

- Automotive
  - Mitchell Homewood
- Other Industries
  - Jed Flett
- Tourism, Hospitality and Events
  - Courtney Farrow

1

WPL Exhibition

A Workplace Learning (WPL) Exhibition may be awarded to the top eligible student who completes the Workplace Learning course in their final WACE year.

- Paris Slocum

16

WACE Certificates of Distinction

Certificates of Distinction are awarded to eligible students who are in the top 0.5 per cent of candidates based on the WACE course score or the top two candidates (whichever is greater) in a WACE course. One hundred students need to have sat the examination for a certificate to be granted.

- Biological Sciences
  - Joyce Lin
- Career and Enterprise
  - Amy Lee
  - Aaron Softley
- Chemistry
  - Matthew Pengelly
  - Ruochun Zhang
- Economics
  - Gabrielle Whittington
- English
  - Heneesha Kaur Deol
  - Gabrielle Whittington
- English as an Additional Language or Dialect
  - Kavitha Gnanasambantham
- Human Biological Science
  - Olivia Coker
- Mathematics
  - Han Nan Chen
  - Daniel Kullenburg
  - Matthew Pengelly
  - Damsi Weerawardena
- Mathematics: Specialist
  - Ruochun Zhang
- Physics
  - Ruochun Zhang

3

VET Certificates of Distinction

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.

- Automotive
  - Mitchell Homewood
- Other Industries
  - Jed Flett
- Tourism, Hospitality and Events
  - Courtney Farrow

36

Certificates of Commendation

A Certificate of Commendation is awarded to each eligible student who, in their last three consecutive years of senior secondary WACE enrolment, obtains at least 20 A grades in course units (including at least three two-unit combinations). The number of A grades in course units (including at least three two-unit combinations), may be reduced on a sliding scale to 14 if an AQF Certificate II or higher is achieved.

- Jade Bauer
- Tracy Cai
- Murali Chakravarthy
- Le Xuan Chan
- Han Nan Chen
- Sai Vikram Chandra Chigat
- Zelia Chu
- Olivia Coker
- Mariska Cremer
- Naomi Cullinan
- Heneesha Deol
- Sanduni Manoda Kodagoda Gamage
- Kavitha Gnanasambantham
- Nidhi Kadekodi
- Jaehee Kim
- Daniel Kullenburg
- Sonya Kyi
- Janice Law
- Amy Lee
- Joyce Lin
- Li Link Loke
- Victor Low
- Ethan Musca
- Matthew Pengelly
- Sachini Poogoda
- Pranaveshwar Vanmanthai Ganeswaran
- Hsin-Yun Wang
- Ella Wang
- Damsi Weerawardena
- Gabrielle Whittington
- Gemma Willmott
- Esther Wong
- Melvin Wong
- Chloe Yaw
- Wina Yoman
- Ruochun Zhang

25

ATAR of 99+

“99+” Students:

In addition to SCSA awards, the Department of Education acknowledges students who attain an ATAR of 99 or above ranging them in the top one per cent of all students in Western Australia. Eleven Rossmoyne students attained an ATAR of 99 or better.

- Chidanand Bhat
- Tracy Cai
- Le Xuan Chan
- Han Nan Chen
- Sai Vikram Chandra Chigat
- Zelia Chu
- Olivia Coker
- Mariska Cremer
- Heneesha Deol
- Kavitha Gnanasambantham
- Jahee Kim
- Tharaka Kotuwegoda
- Daniel Kullenburg
- Sonya Kyi
- Janice Law
- Joyce Lin
- Matthew Pengelly
- Sachini Poogoda
- Pranaveshwar Vanmanthai Ganeswaran
- Ella Wang
- Damsi Weerawardena
- Gabrielle Whittington
- Chloe Yaw
- Wina Yoman
- Ruochun Zhang
2015 HIGHLIGHTS: Priority 1. Success for all students

Aboriginal Education
- **Follow the Dream: Partnership for Success**
  Emily Bujdegan (Year 12) awarded the Top Achieving Year 12 (ATAR) Award and represented Rossmoyne Senior High School in a camp north of Broome and the remote Kimberley to get a different perspective on Aboriginal culture.

Vocational Education and Training
- **Murdoch University’s “High Track” bridging course**
  An alternative pathway to university entry was successfully completed by six students in Year 12.
- **Workplace Learning**
  9 students offered apprenticeships, traineeships or employment as a result of efforts in the workplace.
- **Pathway Courses**
  76 Year 11s and 93 Year 12s students completed certificates at TAFE ranging from Certificate II Business to Certificate IV Aeronautics.
- **Mock Interviews**
  More than 150 Year 11 and Year 12 students seized the opportunity to participate in mock interviews conducted through the school’s Vocational Education and Training department (with the support of Rossmoyne Rotary). Students use the mock interviews to prepare them for entry to Australian university medical schools and for future employment.

English
- **2015 Primo Lux, annual anthology showcasing the work of young Western Australia poets**
  Published work, “Gun and a Handkerchief”, Sachini Poogoda (Year 12).
- **P3WA quarterly journal, featuring original prose, poetry and drama written by Western Australian authors**
  Jo Burke (Year 12) short story, ‘An Ard Rí agus an Bugbear’ (translates to ‘The High King and the Bugbear’) published.
- **English International Competitions and Assessments for Schools (ICAS)**
  Medal Winner: Malavika Panicka (Year 7) High Distinction Certificate: Malavika Panicka (Year 7); William Yap and Gavin Zou (Year 9s).
  Distinction Certificates were awarded to: Bradley D’Souza, Nathan Ha, Jude Kamaladdin, Kelly Nam, Ryan Ngaw, Harshita Sharma and Ananya Williams (Year 7s); Sophie Carter, Andrew Chang, Zach Coleman, Verity Hagan, Jonathan Hartono, Corey Hine, Nerissa Looi, Bryce O’Connor, Jasmine Tan, Abigail Wang, Rhian Wilkie, Sam Wong, Rui Yi Yong (Year 8s); Dana Thomas, Archana Subramaniam and Aparna Subramaniam (Year 9s).
  Distinction Certificates were awarded to: Avanti Ambekar, Duji Jayabalan, Roland Miller, Reneta Reji, Seharsh Srivastava (Year 11s), Preet Bart, Heneeesha Deol, Joyce Lin, Victor Low, Matthew Pengelly, Esther Wong (Year 12s).

Education Perfect Championships (English)
Rossmoyne Senior High School placed:
  first overall in WA (of 88 schools); first overall in Australia (of 591 schools); and fourth overall globally (of 895 schools).

Humanities and Social Sciences
- **Australian National Geography Competition**
  693 students participated. 57 High Distinctions in the Junior Division, 26 High Distinctions in the Intermediate Division and 8 [check this number only 7 names in the Newsletter] winners in the Senior Division.
  Two Year 10 students Daniel Kim and Jay Woodhill who sat the Senior Division (despite qualifying for the Junior Division) and received a High Distinction, placing them in the top 2% of all students who sat the competition.
- **National History Challenge: 2015 theme, Leadership and Legacy**
  Museum Exhibition Category: State Winner -Sophie Alison.
  Highly Commended - Hannah Burt, Claire Madlener, Amelia Warburton.
  Year 8 Category: State Winner -Zachariah Coleman
  Women’s History Category: Highly Commended - Nazeeha Adly Ariff (Year 8). Federation Category: Highly Commended -Verity Hagan & Natasha Lee (Year 8).
  Australian War Time Experiences Category: Highly Commended - Zachariah Coleman (Year 8).
  History Teachers Association: State Winner - Aparna Subramaniam (Year 9).
- **Australian Economics Competition**
  69 Year 11 and Year 12 students competed.
2015 HIGHLIGHTS: Priority 1. Success for all students

Languages
- **Language Perfect World Championship**
  Rossmoyne placed second in WA out of 106 schools.
  Rosmoyne placed 38th out of 1,077 schools globally.
  Number of awards: Christian Colgan, Rayhan Kyaw and Yu Wen Wong (Year 9)
  Elite Awards (top 0.5%), 31 Gold (top 2%), 11 Silver (top 5%) and 57 Bronze (top 10%).
- **Year 7 Chinese Speaking and Writing Competition**
  Speaking Category: 1st place, Anna Bullard (Year 7); 4th place, Dayle D’Mello (Year 7).
- **Year 8 Chinese Speaking and Writing Competition**
  Speaking Category: Third prize, Zachariah Coleman (Year 8); Certificate of participation, Tiffany Sentosa (Year 8)
  Writing Category: 1st place, Dayle D’Mello; 2nd place, Shihui Luo
  Writing Category (Beginners Background): First prize, Abigail Wang
  Writing Category (Intermediate Background): Fifth prize, ER-Tian Sim; and Certificate of Excellence, Larisa Jacono
- **Alliance Française Poetry Recitation Competition**
  Year 9: Anda Pforr: one of the 'Top 3' students.
  Year 10: Farhan Bhada, Harshita Lowania and Devika Varma the 'Top 3' students.
- **Alliance Française Written Exams**
  Year 9 Category B (Advantaged): Julie Roche 1st Prize.
  Students gaining 75% or higher in the written exam:
  Year 9: Jackie Ah Cham (Category B), Cheryl Chong, Caleb Crouch, Januki De Zoysa, Zoe Gannaway, Sunari Kulasekera, Rebecca Lambert, Nicholas Nomikos, Anda Pforr, Julie Roche (Category B), Jade Tan, Xiangyu (Harry) Xu.
  Year 10: Farhan Bhada, Isabel Longbottom.
- **Australian Mathematics Olympiad Senior Contest**
  Four Year 10 and 11 students were invited to sit for the competition: Isabel Longbottom, Duji Jayabalan, Shiva Jayabal and Hannah Sheng.
  This Olympiad is usually open to the top 100 Year 11 students in the nation. One of our Year 10 students, Isabel Longbottom, won a Bronze award for an outstanding result.
- **Mathematics Olympiad Senior Contest**
  Isabel Longbottom was one of only 25 Australians to be invited to attend the camp in Sydney. She has been shortlisted to represent Australia in the International Mathematics Olympiad being held in 2016/2017. If selected, Isabel will be the first female student from Western Australia to be selected for the International Olympiad.
- **DAS (German) Language Competition**
  Division I High Distinctions: Thilini Kotuwegoda (Year 12) and Alexander Nitsche (Year 12); Credits: Rachna Sharma (Year 12), Distinction: Aditi Chaturvedi (Year 12) and Josiah McMeekin (Year 10).
2015 HIGHLIGHTS:
Priority 1. Success for all students

- National Mathematics Summer school, in Canberra
  Hannah Sheng (Year 11) selected as one of six entries from WA to attend the Summer School, to be held in 2016. Duji Jayabal and Hazeem Adly listed as reserves.

- Australian Mathematics Competition
  615 Rossmoyne students participated.
  Nine Prize winners (Top 0.3%): Angel Ng (Year 7), Toby Field (Year 7), Andrew Chang (Year 8), Isabel Longbottom (Year 10), Michelle Avent (Year 10), Sung-Jin Lee (Year 10), William Hu (Year 10), Hazeem Adly (Year 11), Sonya Kyi (Year 12).
  30 High Distinctions, 159 Distinctions and 258 credits and 133 Proficiencies.

- Western Australian Junior Maths Olympiad
  Kelly Nam (Year 7) award for excellence.

- Mathematics Association of WA (MAWA) Maths Have Sum Fun Competitions
  The Senior School teams won a Silver trophy for second highest score among the 37 schools competing, and Rossmoyne’s second team attained the third highest score. In the lower-school competitions, Rossmoyne teams achieved second place (7/8 team) and third (9/10 team). Rossmoyne was the best performing government school in the competition.
  Year 11/12 Division: Duji Jayabal, Hannah Sheng, Lisa Yang, Rory Zhang, Hannan Chen, Sai Vikram Chigati
  Year 9/10 Division: Shiva Jayabal, Xinran Zhou, Yi Pan, Isabel Longbottom, Akshara Sundarakrishnan, Zhipei Zheng
  Year 7/8 Division: Angel Ng, Maxwell Xu, Bilal Gufran, Andrew Chang, Ethan Gibbens, Jovan Loh.

- Australian Statistics Competition
  Ella Loneragan, Sophie Allison and Natalie Chua (Yera 7s) won the Junior Prize. One Year 7 team and one Year 9 team received commendations.

Homework and Tuition Classes:
In 2015, Rossmoyne teachers generated a number of options for students seeking additional help or tuition across learning areas.

A homework class was run for Year 7 and 8 students. Additional homework tuition was provided to Aboriginal Year 10, 11 and 12 students organised by Follow The Dream – run by former students.

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.

The English learning area offered specialised sessions for Year 8 and 9 students who needed assistance with functional literacy and Year 11 and 12 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. Year 12 students were also able to attend a series of English workshops conducted by an external provider. One hundred Year 12 students attended an English and Literature Conference at Curtin University to further boost their English results.

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

The Mathematics Peer Tuition program uses current Mathematics Specialist (Honours Program) and Mathematics Extension students to peer tutor students in all year levels.

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

Music teachers offered additional music tutoring to Year 12 music students.

Languages offered free, after school tuition, for Japanese Language Proficiency Test (JLPT) Language Efficiency; Japanese Native speakers; and Extension for Years 9, 10, 11 and 12 courses. During school holidays, WACE students were offered practice in the practical component of French and Japanese.

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.
"As modelled by the Principal, leadership at every level is aspirational, strategic, responsive and authentic. There is a genuine commitment to the stated vision of developing ‘future ready citizens’ in a culture of challenge, with a supportive ethos that encourages all to achieve their personal best."

Exemplary Review Report, Department of Education
2015 HIGHLIGHTS: Priority 1. Success for all students

Science
- Curtin University’s 2015 UNEP-DHI Eco Challenge Competition
  Students placed first, second and third in Australia, with the leading team placed in the top 50 internationally (With over 100 Australian teams and more than 1600 teams internationally).
  First place: Reuben Chan and Anneka Alam.
  Second place: Harry Xu and Giles Chan
  Third place: Manas Sesetti and Shivasankaran Jayabalan.

STEPPS
- Strategic Training and Education Programs for Selected Students (STEPSS)
  16 Year 10 students benefited from a tailored educational program which included working with Rossmoyne Rotarians and other volunteer guest speakers who share their wisdom and knowledge on the world of work.

Student Services
- ‘The Australian School of the Year’ Scholarships
  Larisa Jacono (Year 7) and Zac Coleman (Year 8).

Technology and Enterprise
- Australian Regional FIRST® Robotics Competition (FRC)
  Matthew Pengelly, Florence Ly and Saneth Wickramasinghe travelled to Sydney to compete. The students designed, built and programmed robots to perform prescribed tasks. Matthew, Florence and Saneth practically applied innovative mechatronics design ideas and high level programming to a real world engineering problem. Their robots competed in a recycling-themed game played by two alliances of three robots each. Robots scored points by stacking totes on scoring platforms, capping those stacks with recycling containers, and properly disposing of litter. The students were mentored by the Curtin University Engineering Outreach team, Curtin mechatronics and computer science students, technical staff and relevant industry representatives.

- 2015 Wool4skool competition
  Elizabeth Darmago chosen as a State finalist. This year’s theme was Live Life, Love Wool.
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, 2015, 2111 students were enrolled at the school. They represented 68 countries of birth as shown in the chart, below.

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.

The school has two performance targets for Priority 2 and also monitors attendance closely:
- the results of the National School Survey;
- levels of student participation in community service activities; and
- student attendance data.

**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).

In 2014, the National School Survey was used to gather students’, parents’ and staff members’ perceptions of Rossmoyne Senior High School. The results are summarised in Table 2, on the following page.

The survey results indicate that students, parents and staff have positive perceptions of the schooling experience provided for students at Rossmoyne Senior High School. The results confirm and build on the findings of the Department of Education school community survey conducted in 2011.

Of particular note, all groups identified Rossmoyne as a school that has high expectations of student performance and agreed that students feel safe at the school. Other results which provided an assurance of an inclusive, inspiring and positive learning environment at Rossmoyne were that students are motivated to learn, they like being at school, and the school looks for ways to improve.

Notwithstanding the positive survey results, the school explored ways to further strengthen the student experience at Rossmoyne. In Term 4, 2014, a teacher-led working party was established to identify initiatives that will help ensure students remain interested in, and challenged by, their six-year secondary school experience beginning with Year 7, 2015. Hence, in 2016, school planning will have a focus on the re-invigoration and development of curricular and co-curricular programs in the lower secondary school years.

The school’s Positive Education strategy continued as a long-term initiative to build students’ capacities to be self-regulating, resilient and optimistic.

As an outcome, the Year 7 curriculum included a focus on students’ personal growth and citizenship, electives in Philosophy and Ethics and were introduced to more curricular programs. Intraschool athletics carnivals were introduced for Year 7 and 8 to encourage participation and team work.
### 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>

#### 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 2015, as shown in Table 3, below.

**Table 3.** Rossmoyne Senior High School and WA Public Schools’ attendance rates, 2013-2015.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>School</th>
<th>WA Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>94.9%</td>
<td>87.4%</td>
</tr>
<tr>
<td>2014</td>
<td>93.8%</td>
<td>86.9%</td>
</tr>
<tr>
<td>2015</td>
<td>94.8%</td>
<td>87.9%</td>
</tr>
</tbody>
</table>

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

"A highly engaged, dynamic and respectful environment allows teachers to focus on teaching."

Exemplary Review Report, Department of Education

#### Community service

In 2015, 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 2015, a total of 169 Year 12 students representing 47% of the cohort, were enrolled in an Endorsed Program.
2015 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

Special Guests

- Mr Torsten Ketelsen, Honorary Consul of Germany; Mr Hideo Shinozuka, Consul of Japan; Mr Irwin Palmer OAM, Salvation Army; Warrant Officer Josh Tahn, Royal Australian Navy; Acting Sergeant Smith and Constable Ashboth, Murdoch Police Station; Mr Harry Ball with his horse Bluey, President 10th Light Horse, Bunbury; Members of the Westralian Great War Living History Association; and Members of the Armed forces, Police, Rotary Clubs, School Community

- Participated in the school’s award winning ANZAC ceremony commemorating 100 years since the landing at Gallipoli by ANZAC forces.

- Flight Lieutenant Gibbs together with two Corporals from the Australian Air Force Cadets

- Spoke to Year 9 students about the merits of joining cadets organisations (following ANZAC day commemorations).

- Kelly Stephen (2013 graduate), Cadetship with PriceWaterhouse Coopers (PWC)

- Spoke to Year 12 Accounting students providing insights into her cadetship with PriceWaterhouse Coopers (PWC).

- Josie Janz, Leading WA netballer and representative from Wirrpanda Foundation

- Inspirational talk to Year 7 students on the importance of cultural understanding and developing a strong sense of cultural identity (Celebrating NAIDOC Week).

- Moordijt Dancers

- Cultural dances and workshops (Celebrating NAIDOC Week).

- Representatives from all Western Australia universities, TAFE, members of P&C, Rossmoyne Alumni and members of the school community

- Year 10 Career Expo: Guest speakers informed students about their courses, and a range of parent professionals spoke about their careers.

- Symon Still, Keith Conder, Konnah Ruru, Karen Harvey and Kim Dybing, Representatives from the Paraplegic Benefit Fund

- Year 10 Keys for Life driver education program: Telling their story.

- Representatives from the RAC

- Year 10 Keys for Life driver education program: workshop highlighting the responsibilities of young people as passengers in vehicles.

- Anmaria Shaju (2014 graduate) was one of the top Economics students at RSHS, currently studying Dentistry at UWA

- Spoke to Year 12 Economics students: Preparing for WACE exams and university.

- Dr Andy Kirker, Creator of educational games which focus on critical and creative thinking in a teamwork setting.

- Students were challenged to make decisions based upon real life scenarios with very strong links to the Australian Curriculum in Economics, History and Geography.

- Mr John Palmer, Toastmasters International member

- Workshop with The Gavel Club students developing their skills in public speaking.

- Megan Brown, School Education Officer with the Water Corporation

- Spoke to Year 12 Geography class and three groups of Year 7 students about the Perth water supply.

- Mr Jeffery McKinnell, Law student at University of Western Australia

- Spoke to Year 11 and 12 Politics and Law students: International Law

- Hon Dr Michael Nahan MLA

- Spoke to Year 11 and 12 Politics and Law students: Politics.

- Mr Matt Taylor, MLA, Bateman

- Spoke to Year 11 and 12 Politics and Law students: Politics.

- Mr Peter Ward, Ashurst Australia

- Spoke to Year 11 and 12 Politics and Law students: Law Society of Western Australia.

- Ms Kate Ponting, UWA Law graduate and an intern with law firms in Perth and Washington DC, USA

- Spoke to Year 11 and Year 12 Politics and Law students: Network connections through volunteering, participating in committees and working part time in law firms.

- James Graham, Peter Weeks and Ilya Isakov, Borrello Graham Lawyers

- Mock Trials and spoke to Year 9 students.

- Mr Dennis Sheppard, Buddhist Representative

- Spoke to Philosophy students.

- Mr Para Nagaratnam, Hindu Representative

- Spoke to Philosophy students.

- Sr Toni Pikos-Sallie, Islamic Representative

- Spoke to Philosophy students.

- Sergeant Daniel Steinbeck, Murdoch Police station

- Spoke to Year 10 Criminal Investigation students about Crime Investigation.

- Mr Matt Taylor, MLA, Bateman

- Official opening of the Rossmoyne Senior High School Beach Volleyball Courts.

- Mr Bruce Beecham, Athletics Coach Coaching school team.

- Ms Lyn Foreman, Head track coach

- Guest speaker for Science Week: Naked Scientist.

- Professor Igor Bray, Head of Physics and Astronomy, and the Theoretical Physics Group, at Curtin University

- Spoke to Year 9 Science students about the collisions of atoms and applied science (eg. Fusion Research, Neutral Anti-matter Creation, Astrophysics, detecting and treating of cancers through medical imaging and therapy).

- Dr Barry Green, Nuclear Physicist and Consultant.

- Spoke to Year 11 and 12 Physics students about the difference between nuclear fission and fusion reactions and the International Thermonuclear Experimental Reactor (ITER).

- Mr Richard Atkinson, Mr Tony Devitt, Mr Michael Forgione, Ms Janet Moore (President), Mr Brian Eddy (District Governor), Mr Neville Saunders and Mr David Thwaites, Rossmoyne Rotary Club members.

- Facilitated a half-day seminar on ‘Job Seeker Skills’ with the Year 10 Strategic Training and Education Program for Selected Students (STEPSS).
Service to Community

Bush Ranger Cadet Unit

Bush Rangers is well established at the school and 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.

Environmental volunteer projects: Cadets assisted with various environmental projects on school grounds and beyond. At school the Cadets maintained three worm farms, a small vegetable garden and germinated native seed collected within Bull Creek Reserve. Beyond school activities included tree and sedge planting, weeding and landscape rehabilitation at Bull Creek and Bickley Reserves, Piney Lakes and Murdoch University.

Bush Ranger Camps: Students participated in four Unit camps (Hills Forest Discovery Centre, Bickley, Yanchep National Park and Peel Zoo) and one invitation-only camp to Perup to help DPaW (Department of Parks and Wildlife) scientists trap for woylies. Community service was completed at most camps.

Special guests: Senior Rangers welcomed the Federal Member for Tangney, Dr Jensen, to the Unit and took him on a guided walk along Bull Creek.

Presentation to the school of a herbarium of Bull Creek Reserve specimens collected by the WA Wildflower Society with Bush Rangers help the previous year.

World Challenge

In the 2015 World Challenge 67 students and five teachers participated in a 21 day expedition to northwest India, trekked in remote parts and completed valued community work in local schools.

Challengers immersed themselves in the geography, history and culture of India.

The Community Project phase of the challenge was a testament to the students’ service to community with participation in much needed maintenance work to local schools. The students took pride in making a difference, had no hesitation to get involved in, and were determined to make their mark.

During the Trek students were challenged mentally and physically, and as quoted by one of the students ‘we learned the importance of sharing and looking out for each other’. The trek helped develop resilience during tough times and to support one another.

“This trip was honestly an experience of a lifetime and most definitely one I will never forget. It showed me a whole new culture and a world of incredible opportunities. We worked at a school painting a wall, building benches and teaching classes, which allowed us to meet the most amazing people. At night we sat around the campfire and laughed until we were almost crying. During the day we played AFL with our incredible cooks. The trek tested everyone as individuals and as a team.” (Lia)

“The highlight of the community project was seeing the look on the children’s faces when they received new sports equipment and carrying out some much needed maintenance work.” (Ryan)
2015 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

Special Guests Continued

- Mr Bob Saligari, Rossmoyne Rotary Club
  Spoke to STEPSS students on topic: “What the employer looks for in job applicants”.
- Mr Paul Deej, Local artist and illustrator
  Guest speaker in Drawing and Design classes.
- Mr Phil Doncon, Local Urban Artist
  Conducted interactive art-based resiliency workshops with the Year 7 students.
- Ms Courtney Spanbroek, City of Melville, Environmental Health Officer
  Spoke to Year 11 and 12 Certificate II Hospitality students on Food Safety Standards.
- Ms Annie Murtagh-Monks, actor/director/casting agent
  Worked with upper school drama students at an intensive Drama Camp in Dwellingup.
- Taiko, Japanese Drumming Group
  Japanese music performance group facilitated a workshop to develop students’ cultural and historical understanding of Japan.
- Loredo Malcolm, Lion King Dance Captain and LoCREaDO Dance Company
  Presented a two-hour workshop for the Year 9 and 10 dance students.
- Suzie Mathers (2001 graduate), Wicked the Musical lead singer
  Spoke to upper-school dance and drama students about opportunities in musical theatre.

Special Interest Activities

- Fremantle District Interschool Debating
  Championship Trophy: Year 9 team.
- Pulse Property Group Year 10 Public Speaking Competition
  Shanaya Hafeel, Winner; Tejaswi Kompella, Runner up
  Finalists: Dilwen Mark, Isabel Longbottom, Vared Dinesh, Shanaya Hafeel, Tejaswi Kompella, Jackson Watts and Sarthak Saha.
- Rotary Club’s 4-Way Speech Contest
  Winner of Club Level Competition: Tejaswi Kompella.
  Runner-up of Club Level Competition: Shanaya Hafeel.

School Sports

- ‘A’ Grade Athletics Interschool Carnival
  Rossmoyne Senior High School placed third.
  Isabella Morton-Smith: New Long Jump record at 5.56 metres.
  Year 7 Boys Second Place: Toby Field.
  Year 8 Girls Second Place: Anjali Ponnamalam.
  Year 9 Girls Third Place: Isabella Morton-Smith.
- Year 7 Lightning Carnival: Basketball
  A Division Girls: Placed equal first.
  A Division Boys: Placed equal second.
- Year 8 Lightning Carnival: Basketball
  A Division Girls: Placed fourth.
  A Division Boys: Placed fourth.
- Year 9 Lightning Carnival: Basketball
  A Division Girls: Placed first.
  A Division Boys: Placed equal third.
- Year 10 Lightning Carnival: Basketball
  A Division Girls: Placed third.
  A Division Boys: Placed second.
- A Grade Interschool Swimming Carnival
  Rossmoyne Senior High School placed fifth
  Year 12 Champion Boy: Marco Bugler
  Year 12 Champion Girl: Lisa Saetang
  Third in their age categories: to Lennard Booth, Baoyuan Chow and Esther Chang
- Interschool Cross Country
  33 Rossmoyne Senior High School students competed in the Interschool Cross Country Championships held at UWA Sports Park, Mt Claremont.
- Year 8 Lightning Carnival: Football (AFL)
  A Division Boys: Placed first.
- Year 9 Lightning Carnival: Football (AFL)
  Travis Mayne was awarded the best player for Rossmoyne.
- Year 10 Lightning Carnival: Football (AFL)
  A Division Boys: Placed third.
- Waterwise School
  Certificate of Recognition.
- Kitchen Garden
  Students from Years 7 to 12, with their technology teachers and the school gardener, created and maintain a kitchen garden.
- Year 7 Lightning Carnival: Netball
  A Division (A2): Placed Sixth.
  C Division (C2): Placed Tenth.
- Year 8 Lightning Carnival: Netball
  A Division: Placed Third.
  B Division: Placed Third.
- Year 9 Lightning Carnival: Netball
  A Division: Placed Fifth.
  B Division: Placed Fifth.
  C Division (C2): Placed Fourth.
- Year 10 Lightning Carnival: Netball
  A Division: Placed Third.
  B Division: Placed First.
  C Division: Placed Second.
- Year 7 Lightning Carnival: Soccer
  A Division Girls: Participated.
  A Division Boys: Placed third.
  B Division Boys: Participated.
- Year 8 Lightning Carnival: Soccer
  B Division Girls: Placed sixth.
  B Division Boys: Placed fifth.
- Year 9 Lightning Carnival: Soccer
  A Division Girls: Sixth.
  A Division Boys: Participated.
  B Division Boys: Participated.
- Year 10 Lightning Carnival: Soccer
  A Division Girls (A2): Placed First.
  A Division Boys: Placed third.
  B Division Boys: Participated.

Volleyball Program

- Australian Volleyball Schools Cup, Melbourne
  123 Rossmoyne students (Years 8-12) travelled to Melbourne for an annual competition involving more than 5000 students in 400 teams representing more than 100 schools from Australia, New Zealand and Singapore.
  Rossmoyne Senior High School placed Fourth nationally.
  Open Boys Honours: 6th Place.
  Open Girls Honours: 7th Place.
  U17 Boys Honours: 6th Place.
  U17 Girls Honours: Bronze Medal.
  U16 Boys Honours: 7th Place.
  U16 Girls Honours: 4th Place.
  U16 Boys Division 3: Silver Medal.
  U16 Girls Division 1: 8th Place.
  U15 Boys Division 3: Silver Medal.
  U15 Boys Division 1 (1): 16th Place.
  U15 Boys Division 1 (2): 18th Place.
  U15 Girls Division 2: 8th Place.
  U14 Girls Division 1: Bronze Medal.
ROSSMOYNE SENIOR HIGH SCHOOL 2015 ANNUAL REPORT

2015 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

- WA Volleyball Schools Cup
  Rossmoyne won the Presidents Cup for the 24th time.
  Male and Female Aggregate Cups for the second year in a row.
  165 students competing in 19 teams across 13 divisions.
  Nine gold medals and two silver medals.
  Rossmoyne teams made it to the finals in all 10 top divisions, winning eight.
  8-A-Male Team: Champions.
  8-A-Female 1 Team: Equal 3rd.
  8-A-Female 2 Team: Runner Up.
  9-B-Female Team: Champions.
  Most Valuable Player: Hansen Lee.
  9-Hon-Male Team: Champions.
  Most Valuable Player: Serena McPherson.
  9-Hon-Female 1 Team: Champions.
  Most Valuable Player: Momoka Haddrell.
  10-Hon-Male 1 Team: Runner Up.
  10-Hon-Male 2 Team: Finished 6th.
  10-Hon-Female 1 Team: Champions.
  Most Valuable Player: John Gibson.
  10-Hon-Female 2 Team: Equal 3rd.
  11-Hon-Male Team: Champions
  Most Valuable Player: Todd Lowther.
  11-Hon-Female 1 Team: Champions.
  Most Valuable Player: Zali Hitchman.
  11-Hon-Female 2 Team: Equal 3rd.
  Open-Hon-Male 1 Team: Champions.
  Most Valuable Player: Gabby Whittington.

- National Schools Volleyball Tournament, Canberra
  Selected for the U16 State team: Abel Mathews (Year 9), Isabella Morton-Smith (Year 9), Tahlia Agron (Year 10), Momoka Haddrell (Year 10) and Natalie Whittington (Year 10).
  Captain: Momoka Haddrell (Year 10).
  Vice-Captain: Natalie Whittington.
  Girls and Boys division teams: both teams placed fifth.
  All Australian team: Momoka Haddrell (Year 10).
  Most Valuable Player (MVP): Natalie Whittington.
  School Sport Medal: Natalie Whittington.
2015 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

- **Australian Junior Volleyball Championships, Canberra**
  U19 Men Team: Bronze Medal.
  U17 Men Team: 5th.
  U17 Women Team: 4th.
  U17 Women Challenger Team: Bronze Medal.
  Team Members: Year 9 Denae Walters; Year 10s Spencer Williams, Henry Lam, Zali Hitchman, Momoka Haddrell, Emilee McIntosh, Natalie Whittington; and Year 11s Bernice Tan, Victoria Wells, Julia Yakin, Todd Lowther, Reece Male.

- **WA Volleyball League: Junior League**
  U19 Boys Black Team: 7th.
  U19 Boys White Team: 11th.
  U15 Boys Black Team: 3rd.
  U15 Boys White Team: 7th.
  U19 Girls Team: Champions.
  Most Valuable Player: Natalie Whittington.
  U19 Girls Club Team: 5th.
  U17 Girls Club Team: Champions.
  Most Valuable Player: Katelyn Dean.
  U17 Girls Black Team: 3rd.
  U15 Girls Club Team: 5th.
  U15 Girls White Team: 8th.
  U15 Girls Black Team: 11th.

- **Annual Volleyball Awards Night**
  Rossmoyne Volleyball Club won the Champion Club Award.
  Super League Reserves MVP: Biancka Morton (Year 12).
  Coach of the Year: Marty Suan (RSHS Alumni).
  Rookie Coach of the Year: Angie Ayers (RVC Coach for Women’s SL).
  Administrator of the Year: Darren Beltman (RVC coach of Women’s Super League Reserves).
  Order of Merit: Rory Read (RSHS Volleyball Program coordinator and coach for Men’s Super League).
  Regional Female Beach Player of the Year: Christie Daniels (RVC).
  Indoor Beach MVP: Jen Sadler (RVC/RSHS Alumni).

- **Volleyball Development Camp in Bendigo and Churchill**
  Todd Lowther (Year 11), Reece Male (Year 11), Tahlia Agron (Year 10), Momoka Haddrell (Year 10), Ellen Sloan (Year 10), Spencer Williams (Year 10) and Victoria Wells (Year 11) Natalie Whittington (Year 10) attended.

- **United States High Performance Beach Volleyball Championships, Hermosa Beach, USA**
  Greg Hunt (Year 12) selected to the U19s Australian Junior Beach Volleyball Team.
  Two silver medals and a seventh placing.

- **National Beach Volleyball Tournament, Queensland**
  2 coaches selected: Mr Rory Read, Teacher (Volleyball Program Coordinator) and Gareth Bowen (Coach of U17 Girls Volleyball Team).
  Students selected to attend: Jack Chamberlain (Year 12), Greg Hunt (Year 12), Gabby Whittington (Year 12), Ellie Sloan (Year 11), Victoria Wells (Year 11) and Natalie Whittington (Year 10).

- **Australian Junior Selection Camp, Sandstorm Queensland**
  Jack Chamberlain (Year 12), Greg Hunt (Year 12), Gabby Whittington (Year 12), Ellie Sloan (Year 11), Victoria Wells (Year 11) and Natalie Whittington (Year 10).

- **Senior High Schools’ Beach Volleyball Cup**
  Rossmoyne won all three gold medals in divisions entered.
  Senior Boys Champions: Greg Hunt and Jack Chamberlain.
  Senior Girls Champions: Biancka Morton and Victoria Wells.
  4v4 Boys Champions: Jono Monnae, Ethan Saden, Todd Lowther and Julian Dam.

- **Australian Junior Beach Volleyball Championships, Glenelg, South Australia**
  11 Rossmoyne students selected.
  3 coaches selected: George Bentley (2004 graduate), Marty Suan (1998 graduate) and Mr Rory Read, Teacher (Volleyball Program Coordinator).
  Five medals and finish equal third in the Andy Burdin Shield.
  U23 Men’s Team: Bronze.
  Team member: Jonathan Hunt (2013 graduate).
  U19 Men’s Team: Silver.
  Team member: Greg Hunt (Year 12).
  U19 Men’s Team: 11th.
  Team member: Jack Chamberlain (Year 12).
  U19 Men’s Team: 11th.
  Team member: Rikito Haddrell (Year 12).
  U19 Men’s Team: 11th.
  Team member: Gabby Whittington (Year 12).
  U19 Women’s Team: 13th.
  Team member: Ellie Sloan (Year 11).
  U19 Women’s Team: 13th.
  Team member: Chelsea McNeill (Year 12).
  U19 Women’s Team: 17th.
  Team member: Biancka Morton (Year 12).
  U17 Women’s Team: Silver.
  Team member: Momoka Haddrell (Year 10).
  U17 Men’s Team: 15th.
  Team member: Victoria Wells (Year 11).
  U17 Women’s Team: 13th.
  Team member: Natalie Whittington (Year 10).

- **Australian Junior Selection Camp (Following the Australian Junior Beach Volleyball Championships, Glenelg, South Australia)**
  Jack Chamberlain (Year 12), Greg Hunt (Year 12), Natalie Whittington (Year 10), Ellie Sloan (Year 11) and Chelsea McNeill (Year 12).

- **Manhattan Beach Volleyball, California**
  Ellie Sloan (Year 11) selected.

- **Selection Camp in Adelaide for the 2016 World Championships, Brazil**
  Momoka Haddrell and Natalie Whittington (Year 10) were two of 17 girls selected to try out for the Australian teams.

- **2015 WA Junior Beach Volleyball Championships**
  U15 Women: Gold Medal, Tamilyn Walters (Year 7)
  U17 Men: Silver Medal, Reece Male (Year 11) and Spencer Williams (Year 10)
  U19 Women: Silver Medal, Gabrielle Whittington (Year 12)
  U19 Men: Silver Medal, Greg Hunt and Rikito Haddrell (Year 12).

- **Service, Citizenship Events**
  - ‘Meet the Business Leader’ Conference
  - Year 12 Accounting students attended
  - Gavel Club
  - Public Speaking Program commenced in 2015.
  - **ANZAC Day Commemorations**
  Anzac Day Secondary Schools’ Award Winner (WA) 2015, presented by Dr Jensen, Federal Member for Tangney.
  ANZAC Day Ceremony - Theme: Our Story, Our History, Our Respect.
  Staff, students and parents ‘planted’ 400 crosses and 1300 poppies, on which students, from Years 7 to 10 and Year 12 Modern History, had recorded the biographies of Western Australian ANZACs.
  Distinguished guests included local Members of Parliament, the Consuls of Germany and Japan, serving and former representatives of the Australian armed forces, representatives of Western Australia Police, and representatives of Rossmoyne Rotary and the Salvation Army.
  The service was led by Year 9 students and included five students recounting poignant stories of their family links with World War 1 servicemen.
2015 HIGHLIGHTS

- Premier’s ANZAC Student Tour competition (for travel to Malaysia in 2016)
  Ali Rose Bolton (Year 9) one of the 20 state finalists.
- ANZAC Day City of Canning Service
  Gabby Whittington (Head Girl) and John Gibson (Head Boy) represented Rossmoyne Senior High School.
- City of Melville New War Memorial
  Renee Richardson and Melissa Hoffman (Year 10s) participated in collaborative design workshops with three local artists to develop a new memorial; RSHS students participated in voting; and Mudit Bhandari, Simran Grewal and Zhichao Ma represented the school, to act as Electoral Officers to oversee the final count of votes at the City of Melville Civic Centre.
  Of the 5136 votes cast, Rossmoyne Senior High School made up 40% of the voters.
- United Nations Youth Australia (UNYA): State Conference
  The topic for the conference was Gender Equality in the 21st Century.
  Several Rossmoyne students were given the opportunity to debate women’s rights.
- State-wide Student Parliament
  Samiksha Mali (Year 10) and Ashleigh Willmott (Year 10) attended the three-day forum. This included an authentic full student sitting of both Houses of Parliament.
- Australian Youth Climate Coalition
  Year 9 and 10 students joined with 130 other high school students for the two-day sustainability summit run in partnership by Melville and Fremantle councils, to learn how to take action to solve climate change.
- Dalai Lama at the University of Western Australia.
  Lennard Booth, Shanaya Hafeel, Michael Jobo and Clare O’Sullivan (Year 10 Philosophy students) represented the school.
- 2015 Western Australia Schools Constitutional Convention at the Western Australia Constitutional Centre
  Year 11 Politics and Law students, Florence Ly and Celine Kwok attended the event which focussed on human rights as they pertain to Australia and International declarations and covenants.
- Mock Trials
  26 students (Years 10 – 12) represented the school at the Supreme Court of West Australia.

Rossmingle Events

A new initiative in 2015, the Principal hosted a series of presentations by staff on topics of interest to parents. Rossmingle events provided a relaxed, informal setting for parents and staff to meet and mingle.

Who watches the watchers?

How Rossmoyne’s teachers and curriculum address risks students face on the internet. Attended by 50 parents.

The Rossmoyne Vision: Preparing Future Ready Citizens

Addressing how Rossmoyne Senior High School caters for the learning needs of all students. Session attended by 70 parents.

West Australian Curriculum

Demystifying the complexities of the West Australian Curriculum, attended by 80 parents. A repeat session is scheduled for 2016.
Sir Charles Court Young Leaders Program
Selina Koo (Year 10) was nominated for the program.

Voice WA
Public Speaking Competition attended by Varad Dinesh (Year 10) and Loshitha Panditajasekara (Year 8).

Rotary Western Australia Driver Education (RWADE) Training
All Year 10 students participated in the Keys for Life Pre-driver Education Program.

Cultural Day Incursion
All Year 9 students engaged in two activities to learn about and appreciate cultural diversity.

Electoral Commission Incursion

Start Smart workshops
Years 8-10 participated in money management workshops by a ‘Start Smart’ facilitator quipped students with competence to make smart decisions about money.

NAIDOC week celebrations
Whole school involvement through a mural program, viewing dreamtime stories and participating in traditional aboriginal dance workshops with the Moorditj Dancers. Year 7 students participated in workshops with Josie Janz, successful Aboriginal WA Netballer, on finding balance between ones own culture and beliefs and the social expectations of the local communities and social groups.

Commonwealth Day 2015 (Multi Faith Observance celebration)
18 Year 12 Modern History students represented Rossmoyne.

Annual Art and Philosophy Day, Art Museum of Western Australia
Four Year 7 students, Toby Field, Anna Bullard, Malavika Panicker and Kritik Hari Bhaskar, selected to attend.

HASS Excursions included

NAB $20 Boss Entrepreneurship Program
Year 10 Accounting students participated, creating their own small businesses with start-up capital of $20.

Commemoration of Kristallnacht
Twelve Year 12 Modern History students attended the commemoration service on 9 November to gain a deeper understanding of this historical event, brought to life by the local Jewish community.

Celebration of Chinese New Year Lantern making (Year 8s).

Interstate and Overseas Tours

Southern Cross Cultural Exchange
Julie-Anne Martis (Year 9) WA runner-up awarded a partially funded exchange undertaking 10 months of study in France in 2016.

Japanese Exchange
Rossmoyne students hosted 14 students from Japan in August.
In December, 25 Rossmoyne students visited sister school, Himeji Nishi High School after travelling to Tokyo, Kyoto and Osaka in December.

Canberra Science Tour
30 Year 10 and 11 Science students travelled to Canberra for five days of Science-based activities. The highlight was two days at the Australian National University (ANU) working with academics and researchers on a series of tasks and activities designed to give the student an insight into Science and Mathematics at this high level. Visits to the Mount Stromlo Observatory, Questacon and CSIRO are also planned.

Melbourne Dance Tour
24 Year 11 and Year 12 students different styles including musical theatre jazz, hip hop, lyrical, commercial, salsa and contemporary. All styles were taught to us by professional choreographers at companies such as Jason Coleman’s Ministry of Dance, Dance World Studios, The Space, Chunky Move, and Melbourne Salsa.

A focus on STEM enrichment

Harry Perkins Institute DNA Laboratory Workshop
19 Year 12 Human Biology students explored how cancer is detected in our DNA by attending a hands-on laboratory practical session at Harry Perkins Institute. Students mingled with research scientists and explored the possibility of working at the institute.

"High expectations of staff and student performance accompanied by a strong work ethic have resulted in outstanding student achievement."
Exemplary Review Report, Department of Education
Clubs

In 2015, 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 and manga as well as to take drawing lessons from self-taught Year 10 student, Caitlyn McNamara. While many of the students study Japanese as their second language, the club welcomed everyone. It provided a great opportunity for students to nurture their creativity in an informal and fun setting.

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.

Japanese and Chinese Culture Clubs met weekly, providing activities for interested students ranging from origami, anime and manga through to a tea ceremony and a chopstick challenge.

2015 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

- **IBM EXITE 2015 (EXploring Interests in Technology and Engineering) camp** co-hosted by UWA
  Akshara Sundararajkumar, Lisa Ding, Selina Koo, Clair O’Sullivan and Siti Khadijah Yusni (Year 10s) and Jackie Shan (Year 9) who have been selected to attend. The three day camps are a world-wide IBM initiative aimed at fuelling Year 8 - 10 female students’ interest in studying science and maths throughout high school; and, ultimately, to pursuing further studies in technology and engineering.

- **Science Outreach Program, offered by Curtin University**
  The Year 9 Specialist Mathematics (Science) class attended four sessions at Curtin and completed activities in the fields of Human Biology (Medical Imaging and Forensics), Physics, Engineering and Chemistry.

- **World of Maths: Mathematics Enrichment Expo**
  Selected Year 7 and Year 8 classes hosted this event for mathematically minded primary school students.

- **National Science Week**
  Two Year 10 classes participated in an International Gluten and Biotechnology Workshop. They conducted research into the history of wheat and proposed hypotheses for testing, working with Professor Rudi Appels from Murdoch University.

Specialised Work Experience Opportunities

- **Harry Perkins Institute**
  Varsha Agarwal, Ben Lee, Shanaya Hafeel and Trisha Gopal (Year 10s) explored how Huntington disease affects people and how to diagnose it in the laboratory using DNA sequencing.

- **Curtin University**
  17 students from Rossmoyne and other schools, attended Curtin University for three mornings of work experience in science, astrophysics and supercomputing. They were taught by Professor Igor Bray and Dr James Miller-Jones.

- **East Fremantle Veterinary Clinic**
  Avanti Ambekar (Year 11) observed surgeries and learned about anaesthesia and recovering post-surgical patients. It was marvellous being part of the veterinary team for a week.

Student Services

- **Exo Festival**
  Fun activities with focussing on celebrating life.

- **Year 10 Transition Day and Careers Expo**
  All Year 10 students attended.

- **Cycle to School Day**
  Promoting a healthy lifestyle and reducing traffic congestion.

- **Walk Safely to School Day**
  Raising awareness of the health, road safety, transport and environmental benefits that come from regular walking, particularly to and from school.

- **Year 8 Drug Awareness Day**
  Educational sessions delivered by Community nurses, police, chaplains and Mission Australia.

- **Social Functions**
  All students had the opportunity to participate in a range of social events including, Dinner Dances, School Socials, Year 12 School Ball, Ice-skating sessions, Movie nights, Lap-a-thon and Respect Day.

- **Graffiti Action Challenge**
  Amelia Pengelly (Year 7) won the Crime Stoppers Western Australia Graffiti Action Challenge resulting in Mr Phil Doncon, Local Urban Artist, providing an interactive art-based resiliency workshops for the Year 7 students. The competition was an activity run through the school’s Personal Growth and Citizenship program.

Leadership Programs

- **Transition**
  130 Year 9 students participated in the program learning positive thinking, leadership skills and resilience – not only for themselves, but to model and support the 2016 Year 7s during their transition to secondary school.

- **Transition Leaders Training**
  60 Year 9 students attended the two-day Peer Buddy Program training.

- **Rotary Youth Driver Awareness (RYDA) program**
  Road safety education program specifically designed for youth in our community. Year 12s participated.

- **Drumbeat**
  16 Year 10 students participated in two programs that combine experiential learning with cognitive behavioural therapy and explore relationship issues such as: peer pressure, bullying, dealing with emotions, identity, social responsibility and teamwork.
2015 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

- Mental Health Week
  Encouraging positive mental health on the theme Act-Belong-Commit.

- Armed for Life, Anti Bullying Presentations
  Year 7s and Year 8s participated.

- Fundraising for the Tabitha Foundation
  On target to raise $17,000 to build 10 houses in Cambodia by early 2016.
  Year 7s raised $1750 including $1300 for a Lap-a-thon event.
  Whole school Jeans for Houses appeal raised over $100.
  Year 8s and 9s raised over $300 with a ‘Hotdogs for Houses’ event.
  VET students raised $1700 through small business enterprises.

- Fundraising for Starlight Foundation
  By Year 7 students through movie nights and a school disco.

- Year 7 Transition to school
  Filmed by the media team from the Department of Education as an information package for parents.

- Year 9 focus on personal well-being workshops
  Connect - with people around us.
  Be Active – exercise makes us feel good.
  Take Notice – being aware of the world around us and what we are feeling.
  Keep Learning – learning new things is fun and develops confidence in us.
  Give – doing something nice for someone else.

- Year 12 Workshops
  Representatives from universities from most states in Australia; Department of Commerce informed students on how to purchase their first car, renting or sharing, scams and credit card options.

- Motivational Media presentation
  Years 7-10 students participated. The theme was “jigsaw” which included: having a plan for life, resiliency, life balance, frustrations, being strong in who you are, passion, self-worth, positive attitudes, boundaries, support networks, dreams, you can have an impact, investing in others, and anything worth doing takes time and effort.

- Harmony Day (Cross Curricular)
  Celebrating cultural diversity through performance, traditional costume including a Chinese cultural dance, Balkan-inspired dances.

- Cyber Safety Presentation
  Year 9 students participated.

- Interact Club of Rossmoyne (Rotary)
  Nepal Shelter Box fundraising: $400.
  “Rossy’s Got Talent” Competition to raise funds for the Helping Hands Foundation. A big thank you also to event sponsors Dr Mike Nahan (MLA, Riverton), Dr Dennis Jensen (Federal Member for Tangney), Rossmoyne IGA and Antonio’s Pizza.
  1st Place: Jason Ji (Year 10), Second Place: Danielle and Bayley Ellefsen (Year 9s), Third Place: Cassandra Lee, Lauren McDonnell and Esther Lee (Year 11s). Fourth Place: Jairus Wong, Joseph Yurisch and Peyton Hawkins (Year 12s).

- Rotary Club placements in the Short Term Exchange Program (STEP)
  Jason Ji (Year 10), Venkat Krishnamoorthy (Year 11) travelled to Tennessee and Vegini Krishnamoorthy (Year 11), who is also the President of the 2016 Rotary Interact Club, is travelling to Austria for a six week placement.

- Australian Defence Force Long Tan Leadership and Teamwork Award:
  Matthew Cahill.

- Leadership Forum hosted by the Premier and Member for Riverton
  Gabby Whittington (Head Girl) and John Gibson (Head Boy) represented Rossmoyne Senior High School.

- Leadership Camp
  Year 12 Rossmoyne Senior High School councillors - developing: self-management skills; interpersonal skills; self-esteem; values; team building; and rules and agreements for the team.

The Arts

- South of the Swan Dance Festival
  170 dancers performed routines in Jazz, Contemporary, Hip Hop and Lyrical.

- Lower School Dance Choreography Nights
  “Decennia” and “Phobia”.

- Upper School Dance Choreography Nights
  “Next Move”.

Peer Buddy program

Seventy one Year 8 and 65 Year 9 students participated in a leadership development program focusing on the skills of effective Peer Buddy leaders.

The five ‘C’s of the Peer Buddy community are communication, cooperation, courage, compassion and commitment.

The Year 8 and 9 students developed skills and learnt how they could best support their younger peer buddies throughout high school, whilst encouraging the skills of the five ‘C’s in their future peer buddy groups.

In a change from the traditional transition program the Peer Buddy program has a focus on providing friendship, with each leader being allocated approximately five students from Year 7 or 8. The program extends past the transition phase of high school and sets up a friendship that progresses from year to year. This means the leaders are able to support more than 300 Year 7s and 300 Year 8s in a more intimate setting than previously and for a longer period of time.

The Peer Buddies were involved in transition and orientation days in 2015 and will also run activities with their year groups twice a term during tute.

By 2018 all students from Years 7-10 will have an older Peer Buddy at the school. The program aims to provide strong leadership opportunities for students at the school, as well as provide the support necessary for the younger year groups.

The 2016 Year 12 Coordinators, Ms Kelly Ensor, Ms Lisa Smith, Ms Amanda Anderson and Mr Neil Russell praised the Year 8s and 9s for their initiative during the two-day program, describing the group of trainees as assertive, creative, energetic and very capable leaders.
**Performing Arts Dance Perspectives event**
Former student Gabriella Lillo-Shakibaie (Year 12, 2014), invited to perform her Year 12 Original Solo Competition Dance entitled ‘Corsinar’ at His Majesty’s Theatre and also at the at the Heath Ledger Theatre.

**All Things Cheer Cheerleading Competition**
Jade Tan (Year 9) and Amelia Teo (Year 9), together won first place and were acknowledged as Overall Grand Champions at HBF Stadium.

**Principal Academy of Dance, Perth**
Renee Parcell (Year 12) accepted to study at Academy. Also offered a dance placement at ‘Jason Coleman’s Ministry of Dance’ and ‘The Space’ in Melbourne.

**Principal Academy of Dance, Perth**
Erin Barry (Year 12) accepted to study at Academy.

**Willetton Childcare Centre Performance Certificate II Dance students (Year 12s) performed for children.**

**Dance CO3 Reloaded**
Niamh Gallagher and Farhan Bhada (Year 10) offered positions in the youth ensemble of the Contemporary Dance Company of Western Australian and performed in the maiden season.

**Year 12 Drama Performance**
Performed Arcadia written by Tom Stoppard.

**Year 11 Stage 2 Drama Performance**
Performed Oedipus the King by Sophocles.

**Year 10 Drama Performance**
Created and performed Children’s Theatre for around 400 primary school students.

**City of Canning Anzac Centenary War Memorial and Civic Amphitheatre Stage Opening Ceremony:**
Peyton Hawkins and Katherine Bennett, invited by the City of Canning to perform a dramatic reading.

**Department of Education’s Opus Concert**
String Orchestra #1, selected Symphony, selected choristers and percussionists have been participated with Perth Modern School in a combined schools performance.

**School Music Concerts**
Series of concerts showcasing Year 8 to 12 ensembles were held each term.

**Clegg Family Music Scholarship**
Won by Andrew Chen and Lisa Ding.

**Family Outdoor Music Concert**
More than 700 parents and family members attended.

**National Braille Music Camp**
Rachel Savage (Year 10) participated.

**Australian Chamber Orchestra workshop in Perth**
Cello student Lisa Ding and viola students LiiMei Lim and Hanae Wilding (Year 10s) selected to participate. Musicians were tutored by leading members of the Australian Chamber Orchestra.

**City of Canning ANZAC Centenary War Memorial and Civic Amphitheatre Stage Opening Ceremony**
Suzanne Jamieson (Year 9), performed a solo piece with the Canning City Brass Band and a massed choir representing eight local primary schools.
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 continuous improvement in learning and teaching and the centrality of its teachers and leaders to the achievement of this goal. In 2015, the measure to demonstrate the extent to which the goal was achieved was school and student performance in NAPLAN tests and the WACE. The results of the National School Survey of parents and students, conducted in 2014, carried into 2015 and provided a valuable assurance of Rossmoyne’s high quality teaching and leadership.

Professional learning opportunities were taken up by executive members, heads of learning areas and teachers, relevant to their areas of responsibility. The principal and associate principals participated in AITSL’s 360 degree feedback survey, conducted online through the Hay Group. The principal shared her survey results and planned actions with the Chair of the School Board, while associate principals used feedback from surveys for performance management plans for 2016.

A program of formal classroom teacher observation was introduced in 2015 to complement other forms of teacher professional learning support such as the school’s CCQ, program, mentoring programs and informal observations and in response to a Department of Education requirement of schools. A recommendation from teachers and line managers that it would be desirable to allocate more time to the program was taken up in budget planning processes, and in 2016 learning areas will be allocated additional resources to support this important initiative.

All teachers participated in a minimum of six 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. The school’s focus on Positive Education provided a strong emphasis for all staff on School Development Days and at 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 appointed teachers, provided on-site by the School’s Mentor Teacher; and
- an innovative and rigorous in-school program of action research and coaching through the Classroom Climate Questionnaire (CCQ) program, to optimise the classroom learning environment. Teachers involved in the CCQ program surveyed students to identify their teaching strengths and development needs and to implement action plans in response to the findings.

In 2015, one classroom teacher attained Level 3 Classroom Teacher status (the highest level of Department of Education classroom teacher), bringing the total number of Level 3 teachers employed at the school in 2015 to 14. In addition to the 42 Senior Teachers on the school staff in 2015, Level 3 Classroom Teachers have deepened the pool of highly capable, expert teachers at Rossmoyne Senior High School.

Partnerships established between Rossmoyne’s Music Department and Edith Cowan University (ECU) and the School of Instrumental Music (SIM), facilitated continued implementation of the Rossmoyne Curriculum Initiative (RCI). The program is directly linked to the School’s vision to prepare future ready citizens. The positive impacts of Music teachers’ involvement in research-based, best practice music education were evident in School performance in the 2015 schools music festivals and in the WACE.

"The modesty modeled by the school leaders derives from their belief that they are the ‘custodians’ of a tradition of outstanding student achievement. They feel professionally obligated to maintain and improve the school’s standing in developing students to excel in a challenging future."

Exemplary Review Report,
Department of Education
"The abundant intellectual capital in the school is utilised effectively to augment staff professional development and enhance the learning environment. A belief that every student is capable of success underpins shared approaches to pedagogy. A strong sense of professional camaraderie supports collaborative decision making processes."

Exemplary Review Report, Department of Education
Priority 3: Excellent teaching and leadership

In the latter half of 2015, the school conducted merit-based selection processes to employ a Head of Student Services (a new position at the school) and teachers to fill permanent and fixed term vacancies. The school attracted large number of quality applicants and a mix of experienced, beginning and graduate teachers was recruited.

In 2015, notably, a member of the teaching staff, and a former Rossmoyne colleague, were invited to co-present and conduct a workshop at an education conference in Indonesia, on the staff member’s CCQ action research project. The presentation was very well received and in 2016 there is a further invitation for the teacher to co-present to an international conference. Another highlight in 2015 was the selection of a graduate teacher as a finalist in the WA Education Awards in the Beginning Teacher category. In addition, three teachers of Chinese and a Teacher Assistant were invited to attend the Outstanding Overseas Chinese Teachers’ Conference in Xi’an and Xinjiang in China organised by the Overseas Chinese Affairs Office of the State Council PRC.

More broadly, many teachers contributed to School Curriculum and Standards Authority committees and advisory groups, served as WACE examination markers, and worked collegially with primary schools teachers within the Riverton-Rossmoyne schools network on Australian Curriculum planning. Also, many teachers attended or contributed to conferences related to their learning areas and subject disciplines.

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 2015. 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.

The results of the 2014 National Survey of Year 12 students and parents, shown in Table 4, provide a valuable form of assurance of high quality of teaching and leadership at the 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 the 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>4.1</td>
<td></td>
</tr>
<tr>
<td>This school works with me to support my child’s learning</td>
<td>3.9</td>
<td></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>

The positive survey results of the Year 12 survey and surveys of other Year groups provide an assurance of quality teaching and leadership at Rossmoyne Senior High School.
"Financial and human resources are managed strategically and deployed effectively. The refinement and modernisation of business processes to maximise student achievement is a priority. Financial risk is low due to transparent, collaborative, forward thinking and precisely targeted decision making processes."

Exemplary Review Report, Department of Education

PRIORITy 4: A Responsive and Agile Organisation

In 2015, Rossmoyne Senior High School’s Finance and Buildings and Grounds committees, School Board and P&C directed financial resources to the provision of the best possible infrastructure and physical environment for learning and teaching. The school’s strong partnerships with businesses, community organisations, universities, training providers and local and overseas schools also 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.

Notably, an external audit of financial and human resource management at the school, conducted by the Department of Education, rated Rossmoyne Senior High School as excellent. This is the second, consecutive external audit where the school has received this rating, and represents a remarkable achievement in the context of a large, complex senior high school. This achievement provides the school, parents, Department and Government a strong assurance that, as an Independent Public School, Rossmoyne Senior High School complies with best practice in financial and human resource management.

Financial Planning and Management

A summary of the 2015 school budget is following:

2015 Finance:

ONE LINE BUDGET

The School’s One Line Budget comprises two components:

1. Student Centred Funding - Salary
2. Contingency Funds
1. Student Centred Funding - Salary Expenditure $16312244

2. Contingency Funds

REVENUE & EXPENDITURE 2015

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance January 2015</td>
<td>$47,159</td>
<td>$47,159</td>
</tr>
<tr>
<td>Revenue for 2015</td>
<td>$6,154,852</td>
<td>$6,154,850</td>
</tr>
<tr>
<td>Total Revenue 2015</td>
<td>$6,202,011</td>
<td>$6,202,009</td>
</tr>
<tr>
<td>Total Expenditure for 2015</td>
<td>$6,202,011</td>
<td>$5,716,807</td>
</tr>
<tr>
<td>Closing Balance December 2015</td>
<td>$0</td>
<td>$485,202</td>
</tr>
</tbody>
</table>

Unspent Special Project Funding 2015 $ -

Total Surplus Funds 2015 $485,202

Opening Balance January 2016 $485,202 $485,202

RESERVES - balances as at end 31 December 2015

<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>4%</td>
</tr>
<tr>
<td>Infrastructure-Buildings/Grounds</td>
<td>$1,249,636</td>
<td>32%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>$91,504</td>
<td>2%</td>
</tr>
<tr>
<td>Infrastructure-Upgrades</td>
<td>$139,704</td>
<td>4%</td>
</tr>
<tr>
<td>Furniture Reserve - Learning areas</td>
<td>$24,133</td>
<td>1%</td>
</tr>
<tr>
<td>Resources Reserve - Learning areas</td>
<td>$358,542</td>
<td>9%</td>
</tr>
<tr>
<td>School Development &amp; Curriculum Innovations</td>
<td>$203,623</td>
<td>5%</td>
</tr>
<tr>
<td>Equipment Replacement</td>
<td>$322,402</td>
<td>8%</td>
</tr>
<tr>
<td>Salary Reserve</td>
<td>$1,349,996</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total Reserves 2015</strong></td>
<td><strong>$3,910,194</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

REVENUE OVERVIEW 2015

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents / Students</td>
<td>$1,965,787</td>
<td>$1,965,787</td>
</tr>
<tr>
<td>Department of Education (DOE)</td>
<td>$3,541,559</td>
<td>$3,541,559</td>
</tr>
<tr>
<td>Other</td>
<td>$694,665</td>
<td>$694,662</td>
</tr>
<tr>
<td><strong>Total Revenue for 2015</strong></td>
<td><strong>$6,202,011</strong></td>
<td><strong>$6,202,008</strong></td>
</tr>
</tbody>
</table>

EXPENDITURE OVERVIEW 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Expenditure</td>
<td>$2,438,218</td>
<td>$2,139,056</td>
</tr>
<tr>
<td>Administration</td>
<td>$311,681</td>
<td>$217,643</td>
</tr>
<tr>
<td>Utilities/Maintenance</td>
<td>$865,300</td>
<td>$841,428</td>
</tr>
<tr>
<td>Infrastructure/Information Technology</td>
<td>$936,253</td>
<td>$868,121</td>
</tr>
<tr>
<td>Transfer to Reserves</td>
<td>$1,650,559</td>
<td>$1,650,559</td>
</tr>
<tr>
<td><strong>Total Expenditure for 2015</strong></td>
<td><strong>$6,202,011</strong></td>
<td><strong>$5,716,807</strong></td>
</tr>
</tbody>
</table>
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.

In 2015, Psychology commenced as a course of study for Year 11 and two new Year 10 electives, Philosophy and Ethics and studies of a Health Sciences pathway, were introduced.

A Personal Growth and Citizenship (PGC) program was developed and implemented in year 7. PGC was run over two hours each week in HASS and Science.

The school retained a position of Wellbeing Coordinator to maintain focused attention on the Positive Education program. This supported 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 developing skills that enable young adults to be resilient, self-managing and able to cope with life's ups and downs.

Throughout 2015 teachers engaged in professional learning matched to school priorities, curriculum initiatives and individual needs.

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 2015.

In Mathematics, e-books and online resources were used for the delivery of all mathematics courses from Years 7 to 12. The e-books selected for lower secondary school individualised maths instruction for the learner.

The e-newsletter introduced in 2014 received highly favourable feedback from parents in 2015 for its quality content and professional presentation.

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 counselling.

Capital works
A number of significant capital works projects were undertaken in 2015:

- A new 12-classroom teaching and learning block, funded by the State Government, was completed on time for the start of the 2015 school year and the commencement of Year 7 at high school. The building provided a significant enhancement to the school's facilities, the design is consistent with the School Master Plan and it complements the first two stages of the school building redevelopment program.

- Construction of a new car-park at the junction of Apsley Road and Karel Avenue was completed. This major project has improved safety and road traffic management surrounding the school, particularly as the number of vehicles has increased owing to enrolment growth.

- The construction of three beach volleyball courts, joint-funded by the P&C and School, was completed. The courts significantly enhanced sports facilities for students and added a new dimension to the school's large and successful volleyball program.

- Technology teachers and the school’s head gardener designed and planted a kitchen garden. The garden provides an innovative teaching and learning space that will form an integral component of food technology programs and will encourage cross-curricular programs.

- Planning commenced for the construction of a second dance studio that will also be jointly funded by the P&C and School. The aesthetically pleasing and practical design features of the new studio will provide an exceptional teaching and learning space for Rossmoyne's increasingly popular dance program.

- Other projects included continuation of the school-funded program of maintenance, staff office refurbishments; and installation of modern space-efficient lockers.

"A 'can do' approach is deliberate and is founded on traditional goals to aspire, excel and respect."
Exemplary Review Report, Department of Education
In 2015, 86 businesses and not-for-profit organisations provided work experience opportunities for Rossmoyne Senior High School students. The school is very appreciative of their support.

- ADCO Electrics
- Adventist Residential Care
- Alf Rebola Good Guys O’Connor
- Altona Plumbing & Civil
- B&M’s Pave & Drain
- Banksia Park Primary School
- Bannister Creek Primary School
- Barratt Construction
- Bateman Primary School
- Bentech Electrical & Air Conditioning
- Bill Ashenhurst Construction
- Blue Gum Early Learning & Child Care Centre
- The Body Shop Garden City
- Booragoon Vet & Cat Motel
- Bruce Jensen Electrical
- Bull Creek Primary School
- Charter Plumbing & Gas
- Checkpoint Automotive
- The Cheesecake Shop Bull Creek
- CJD Equipment Pty Ltd
- Clancy’s Fish Pub Fremantle
- Cliftons Training Centre
- Command Plumbing & Gas
- Concert Corporate Productions
- Curtin University - Teaching & Learning
- Daimler Trucks Perth
- Davlon Hair Studio
- Elec Services
- Euro Technik
- Exact Landscaping
- First National Real Estate Heron Johns
- Flowers by Anne
- Gloucester Park Harness Racing
- Heavens Beauty Salon
- Jamaica Blue Riverton
- Jessie’s Café
- Jetts Gym Willetton
- Lakeside Recreation Centre
- Leeming Primary School
- Leeming Vet Clinic
- Little Rascals Child Care Centre
- Mainbreak Plumbing & Gas
- Majic Constructions
- Mallison Real Estate
- Margaret Hubery House
- Marshall Electrical
- Maslom Carpentry
- Mel Maria Catholic Primary School
- Morgan Real Estate including John Hayes & Son
- Nations Church
- Orana Catholic Primary School
- Pearse Street Studio
- Pet City Canning Vale
- Price Attack Cockburn
- Professionals ProWest
- Promaco Conventions
- R R Autotech
- Rainey Electrical Service
- Riverton Leisurplex
- Riverton Primary School
- Roar Fitness 24/7
- Rolling Stone Marble & Granite
- Ronco Group Pty Ltd
- Rossmoyne Community Kindergarten
- Rossmoyne IGA
- Rossmoyne Primary School
- Rossmoyne SHS (IT Department)
- Rostrata Primary School
- S E H Financial Solutions
- Salon Express Perth
- Shacks Holden
- Shelley Primary School
- St John of God Hospital Murdoch
- Happy Tappy
- South Street VET
- The Boat Business
- The Tap Doctor
- Tiling Solutions
- WA Iveco
- We Repair IT
- West Leeming Primary School
- Whirligig Designs
- Willetton Child Care Centre
- Willetton Electrics
- Wizard Pharmacy Garden City
- Xoticar
We deliver an innovative curriculum and provide opportunities that challenge our students to achieve their potential.

Success for all students

An inclusive, inspiring and positive school culture

Excellent teaching and leadership

A responsive and agile organisation

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

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

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.

Rossmoyne Senior High School
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T: 9259 2100   F: 9354 3945
E: rossmoyne.shs@education.wa.edu.au
www.rossmoyne.wa.edu.au