

# ROSSMOYNE SENIOR HIGH SCHOOL



# ANNUAL REPORT 2025

Honour the Culture | Embrace Opportunity | Shape the Future



# PRINCIPAL'S REPORT

It gives me great pleasure to present the Rossmoyne Senior High School Annual Report for 2025 to our school community.

This Annual Report celebrates the outstanding achievements of our students and staff in 2025 and highlights that, when a community works together, great things can happen. Our staff have continued to work extremely hard to ensure that our students are provided with opportunities to learn beyond the traditional classroom.

Once again our Year 12 students performed at an exceptionally high level, achieving a median ATAR score above 90 for the third year in a row. These are results that have never been seen in the outstanding academic history of our school and reflect the hard work of our students and staff.

A particular highlight was Holly Hunter being named the VET Beazley Medallist, an honour reserved for the highest performing student in all school sectors in the Vocational Education and Training sphere across the entire State. This award was very well deserved and demonstrates that Rossmoyne SHS can provide outstanding educational pathways for students across any field of study. In both the ATAR and VET pathways, students achieved incredible results that can be found later in this report, and we are very proud of all of their achievements.

The outstanding work of our staff over many years has been recognised with our inclusion and continuation as a Lead School in the Education Department's Quality Teaching Strategy program for 2026. Our staff have worked together to ensure that our students have the best opportunity to further their learning, and I would like to acknowledge the work of the entire staff in their efforts to keep Rossmoyne as a leading school in the education system within Western Australia and beyond.

During 2025 we have continued to enhance the work that we have undertaken to fulfil our mission of developing and nurturing the whole child, providing our students with outstanding education in the designated curriculum as well as the development of the personal capabilities that are needed to survive in the changing world of work that they will be entering when they leave school. Our Vision Statement: Honour the Culture, Embrace Opportunity, Shape the Future will continue to guide our planning in future years as we work so all students at Rossmoyne SHS are provided with clear and purposeful learning opportunities to ensure that we continue to produce the leaders of the future.

I would like to acknowledge the great work undertaken by the Chair of our School Board, Kirsty Barnetson and the President of the P&C Association, Jason Payne for their ongoing commitment and dedication to our great school.

I encourage you to read this annual report with interest and, if you have questions about any aspect, contact me at the school. Best wishes to all in our school community.

Alan Brown  
Principal





In 2025, as part of the development of our 2025–2030 Business Plan, Rossmoyne reflected on the journey our school community has undertaken since the paradigm shift introduced through our 2022–2025 Business Plan. This plan enabled a clear and deliberate move towards equipping our students with the skills, capabilities and understandings required to thrive in the 21st century.

For the school, the decision to continue building on these foundations was an easy one. It has been both exciting and empowering to see the outcomes of our efforts to reshape teaching and learning over the past three years. In particular, we have seen the benefits of challenging and rethinking what education in the 21st century, at its best, should look like.

As highlighted in the external Public School Review conducted at the end of the year, our outstanding school community—led by an excellent leadership team and supported by dedicated and highly skilled staff—continues to achieve strong educational outcomes for our engaged and connected students. Our students also consistently demonstrate the benefits of our focus on developing the knowledge and transferable skills they need to equip them for life and work, and empowering them to understand their world and shape their own future.

I appreciated the acknowledgment of the School reviewers, who recognised that “a palpable culture of inclusion, trust and care underpins the school’s commitment to placing students and families at the centre of decision making, embracing diverse cultures, building community connections and creating a climate where staff, students and families feel a strong sense of belonging.”

Our school’s achievements are driven by a shared commitment to our mission, values, and the strong culture we have built together. These pillars guide decision-making across all areas of the school and provide a solid foundation from which we navigate both the challenges and successes of a busy and dynamic school environment, while ensuring students remain at the centre of what we do.

I again acknowledge our students, staff, school leaders and the school community for demonstrating through actions, and not merely words, the strength, kindness, integrity and connection at the heart of our school. It is this that allows us to continue reshaping what education can be, and in these uncertain times, that is the greatest contribution we can make to our students’ futures.

Congratulations on all that has been achieved, and thank you.

Kirsty Barnetson  
Board Chair





In 2025, Rossmoyne SHS parents once again contributed generously to both the P&C Working Fund and the Building Fund. These contributions play a vital role in supporting programs and initiatives that enrich student life and strengthen our school community.

The Working Fund enabled the P&C to continue supporting key areas including the school Chaplaincy program, health and wellbeing initiatives, students-at-educational-risk programs, ANZAC Day and Valedictory events, RUOK activities, and Health and Physical Education (HPE) resources. These contributions also helped provide games and activities that support student engagement during competitions and school breaks.

Donations to the tax-deductible Building Fund in 2025 made possible the installation of three new overhead walkway coverings, ensuring students have shelter from the sun and rain as they move between classes. Prior to this project, the Building Fund also supported the installation of the large video wall in the Gymnasium—an invaluable teaching and display tool for HPE staff and a standout feature at assemblies and presentations. Due to redevelopment works and the associated 12-month warranty period, additional improvements could not be undertaken this year. However, 2026 will bring renewed opportunities to invest in new initiatives, including shade sails in the newly completed areas.

A highlight of the year was the annual presentation to the P&C from Melissa Van Dyk, the Year 7 and 8 Program Co-ordinator. She outlined some new leadership training material that she has been working on to provide new ways of enhancing leadership for both teachers and students. Her presentation again underlined the importance of her role and demonstrated the positive impact of P&C funding on student wellbeing initiatives.

In addition to our regular meetings, the P&C hosted several information sessions throughout the year, including updates on the progress of the school's major building works—now successfully completed. Rossmoyne SHS was proudly represented at the annual WACSSO Conference in August by Patrick Chen (Vice President), Mariam Omran (Treasurer), and myself.

We continue to value the strong parent involvement in the Music Support Group, whose efforts enable key events and provide additional funding opportunities for Music students that would not otherwise be possible.

The P&C remains an important avenue for parents to help shape the vision, culture and aspirations of our school community. The diversity within Rossmoyne SHS enriches our collective understanding of the multicultural world our students inhabit, and the partnership between the P&C, the School Board and the school leadership team ensures students benefit from this depth and richness.

I would like to express my sincere thanks to our P&C Executive and office bearers for their hard work, commitment and support throughout the year. In particular, I acknowledge Michael Pailthorpe, who served five years as President and led the committee with dedication and distinction.

Over the past 12 months, it has been a privilege to serve the P&C and Rossmoyne SHS, and to work closely with Principal Alan Brown, an outstanding school leader. It has been wonderful to see the latest stage of the rebuild completed and to witness the school continuing to go from strength to strength. My very best wishes to all members of the school community and to the ongoing success of this great school.

Jason Payne  
President





# TARGETS AND MILESTONES

2025 is the final year of the current Rossmoyne Senior High School Business Plan that has laid out the strategic intent of the school over the past 4 years.

In 2025 school performance was measured using a mix of traditional achievement data (system-wide processes) and measures against the stated outcomes of the 2022 – 2025 Business Plan. Over the life of this plan some of the system measures have changed with the introduction of Senior School Metrics from the Department of Education. This means that some of the previously reported outcomes can no longer be included in this report. Analysis of the 2025 data showed the following results:

## Academic Performance Measures Against System-Wide Processes.

Aspire to annually	No Progress	Limited Progress	Average Progress	Good Progress	Achieved
Achieve a Median ATAR of 90 or higher					
Decrease the percentage of students with an ATAR below 70					
Have a WACE achievement rate higher than or equal to like schools					

## ATAR performance will show on a three-year moving average:

Aspire to annually	No Progress	Limited Progress	Average Progress	Good Progress	Achieved
An increase in the percentage of students in the top third of ATAR performance.					
A decrease in the percentage of students in the bottom third of ATAR performance.					



# TARGETS AND MILESTONES

VET performance will show on a three year moving average an increase in the percentage of students:

Aspire to annually	No Progress	Limited Progress	Average Progress	Good Progress	Achieved
Completing certificate courses					
Completing a Certificate III or higher					

Data sources:

- Year 12 data as reported in the Annual Report
- Schools online

## Non-Academic Targets

Annually students will report a median score of 4 or above in the following areas of the What's Happening In Our School (WHITS) survey:

Aspire to annually	No Progress	Limited Progress	Average Progress	Good Progress	Achieved
Resilience					
Peer Connectedness					
School Connectedness					





# CLASS OF 2025 RESULTS



Beazley Medal - Vocational Education and Training



445 Year 12 students attained WACE



334 students enrolled in 4 or more ATAR courses



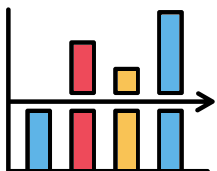
159 students completed 130 qualifications at Certificate II, Certificate III, Certificate IV or Diploma level



259 students achieved an ATAR of 80 or more



31 students achieved an ATAR of 99 or over



91.5 School Median ATAR



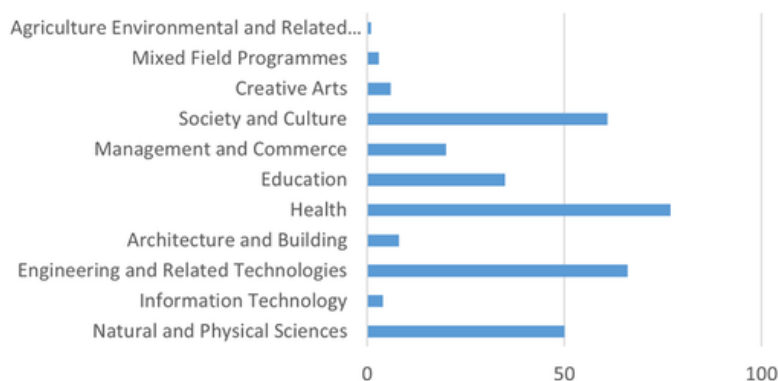
160 School Curriculum and Standards Authority (SCSA) Awards



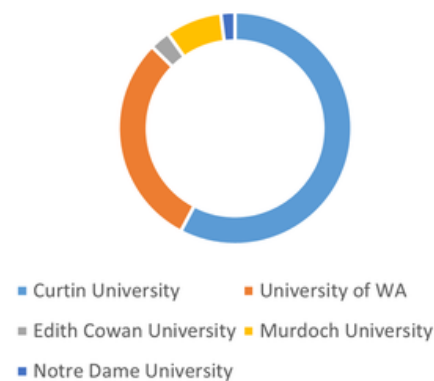
# CLASS OF 2025 RESULTS

	SCSA Award Type	SCSA Award Description
1	Beazley Medal - VET	Awarded to the highest performing Vocational Education and Training student in the State.
5	General Exhibitions	Awarded to the 50 students with the highest WACE award scores based on the average of five scaled scores.
2	Subject Exhibitions	Awarded to the top student obtaining the highest examination mark in an ATAR course
16	Subject Certificates of Excellence	Awarded to students who are in the top 0.5% of candidates in an ATAR course
2	VET Exhibitions	Awarded to a student who has demonstrated outstanding performance in an AQF VET Certificate II or higher. Only one Exhibition will be awarded to each industry area.
4	VET Certificates of Excellence	Awarded to students who are in the top 0.5% of candidates who completed an AQF Certificate II.
50	Certificates of Distinction	Awarded to students who achieved between 190 and 200 SCSA points accrued from 20 WACE Year 11 and 12 course units
80	Certificates of Merit	Awarded to students who achieved between 150 and 189 SCSA points accrued from 20 WACE Year 11 and 12 course units.

**University Enrolments by Field of Education  
2026 University Academic Year**



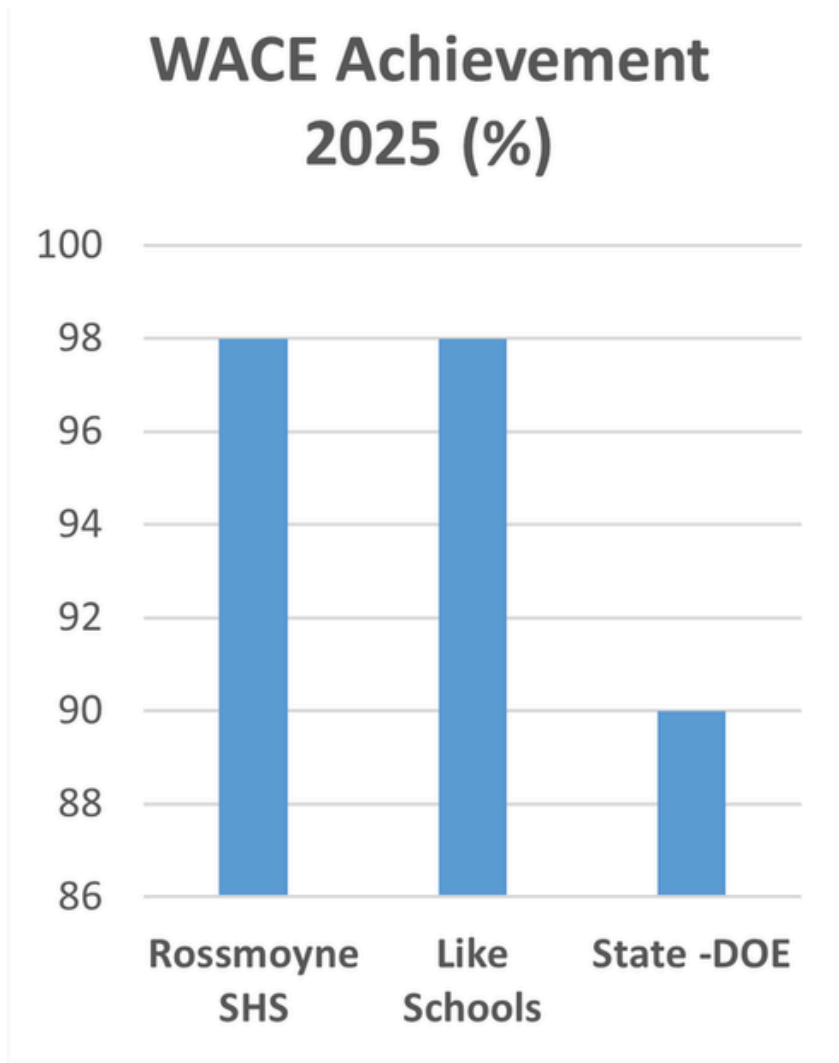
**University Offers by Destination - 2026  
Entry**



Data sources: Source: Tertiary Institutions Services Centre (TISC)



# CLASS OF 2025 RESULTS



Like Schools for ATAR comparison include:

Applecross SHS, Carine SHS, Churchlands SHS, John Curtin College of the Arts, Mount Lawley SHS, Shenton College and Willetton SHS.





# 2025 VOCATIONAL EDUCATION

## Vocational Education and Training (VET)

VET programs provided opportunities for students to engage in vocational training through programs delivered both on and off campus

241 students in Years 10 – 12 enrolled in a variety of one and two year qualifications delivered at school and off-campus through external Registered Training Providers

**2025 Year 12 Enrolments**  
128 Qualifications Achieved by 120 Students  
53 Certificate II  
5 Certificate III  
66 Certificate IV  
4 Diploma

**Year 12 SCSA Awards**  
2 VET Exhibitions  
4 VET Certificates of Excellence

15 Students completed the Murdoch Flexi-Track Pathway Program  
22 Students completed the Curtin Uni Ready Pathway Program

**Work Placements**  
150 students from year 10 to 12 participated in 176 work placements with 134 host employers

At the completion of Year 12, students had achieved certificates in the following vocational areas:

Certificate II

Building & Construction (Pathway Trades), Furniture Making Pathways, Electrotechnology (Career Start), Plumbing, Community Services, Computer Assembly and Repair, Community Health and Wellbeing, Hospitality, Automotive Vocational Preparation.

Certificate III

Business, Events, Library and Information Services, Engineering (Technical), Animal Care Services.

Certificate IV

Science (Biology), School Based Education Support, Design, Photography and Digital Imaging, Tertiary Preparation (Marine and Environmental Conservation), Preparation for Health & Nursing Studies, Community Services, Tertiary Preparation (Psychology), Tertiary Preparation (Zoology), Business, Screen and Media, Tertiary Preparation (Sports and Nutrition), Design.

Diploma

Business



# 2025 Vocational Education and Training

Students who studied a Vocational and Training Pathway have gone on to a variety of opportunities once they have left school. Below shows some of the areas that our 2025 Rossmoyne Senior High School Year 12 students have moved on to once completing their VET training at school.

Number of Students	Destination
36	University
9	TAFE
4	Apprenticeships
12	Employment
1	Police Cadets
2	Gap Year
20	Unknown





# 2025 Vocational Education and Training

In 2025, Rossmoyne Senior High School, working with local employers and businesses, enabled 150 students to participate in 176 work placement opportunities with 134 host employers. We would like to thank all employers who helped to make this happen, thank you for your support of our students.

ABN Group	Aegis - Carrington	Aegis Care- Murdoch
Aim Renovations	Alinea	All Saints College
ALS Global	Apollo Electrotech	Applecross Primary School
Aquotix Aquariums	Armando Sports	Associated Stocktaking
Athlete X	Atwell Community Pharmacy	Ausdrill
Autobarn - Melville	Automasters Willetton	Bateman Primary School
Belmont Oasis Leisure Centre	Bethanie - Bert England Lodge	Bounce - Cannington
Brookman Primary School	Buggles Childcare - Riverton	Bunnings Cannington
Cafe Denada	Caffisimo	Centrecare
Channel 9	City of Canning	City Of South Perth - Animal Care
Clip Media	Coco Fresh Tea and Juice	Collier Park Golf Club
Compatible Care Nursing Services	Corpus Christi Primary School	CosmeHut - Carousel
Crayon House	Darringtons	Davlon Hair Studio
Dogz and Catz Retreat	Duke of Edinburgh's International Award	E & C Engineering
East Fremantle Football Club	Education Pro	Exceed Electrical Solutions
Fire Protection Services WA	Fix Your Phone Perth/ OMTS	Fremantle Plumbing
George Burnett Leisure Centre	GMS Ultimate Training Solutions	Goodstart Early Learning
Greencross Vets - Booragoon	Grill'd Applecross	Harrisdale Primary School
Hayes Plumbing and Gas	Hoe Lawyers	Hungry Jacks Bull Creek
Jim Kidd Sports	Jim's Security and Antennas	Joes Printing
Kambarang Garden Centre	Karingal Green Aged Care	Leeming Medical Centre
Lifestreamers Early Learning	Lo Quay River Cafe	Manning Primary School
MNG	Motivation Foundation	MSCWA
Mugen Auto Workshop	Nations Church	New Grange Carpentry
New Place Japanese Kitchen	Nido Early School - Beeliar	Nido Early School - Riverton
NRG Ice Hockey Academy	Oberthur Primary School	Parkwood Primary School
Parmelia Hilton Perth	Perth IT Group	Perth Speech Therapy
Perth Wildlife Encounters	Piney Lakes Child Care Centre	Pleasure Marine
Price Family Electrical	Professionals Stirling Clark	Programmed Facility Management
R M Surveys	RCR Mining Technologies	Rebel Sport - Cannington
Red Piranha	Regents Garden Bateman	Rehoboth Christian College
Renew IT	Rentwest Solutions	Reynolds Road 7 Day Medical Centre
Richmond Primary School	Riverton Cafe	Riverton Leisureplex
Riverton Primary School	Roar Active Bibra Lake	Rossmoyne Primary School
Rostrata Primary School	Schindler Lifts Australia	Settlers Primary School
Shelley Primary School	SKG - Cockburn	Skillbuilders
Sound Solutions	South Metropolitan Health Fremantle Hospital	St John of God Murdoch
St Johns WA	Stage and Studio Productions	Strive Healthcare
Success Pre-Kindy	Sura	Teddys Doggy Day Care
The Kart Centre	The Little Corner Florist	The Westin
Threadmark Cyber	Treeby Parklands Care Community	Tru Cut Australia
Ursula Frayne Catholic College	Vinnies - Canning Vale	WA Police - Community Engagement Division
WA Sports Performance & Physio	Water Corporation	WESCEF (CSBP)
Willetton Basketball Association	Willetton Electrics	Xytovet
Wool and Thimble Childcare	Willetton Primary School	

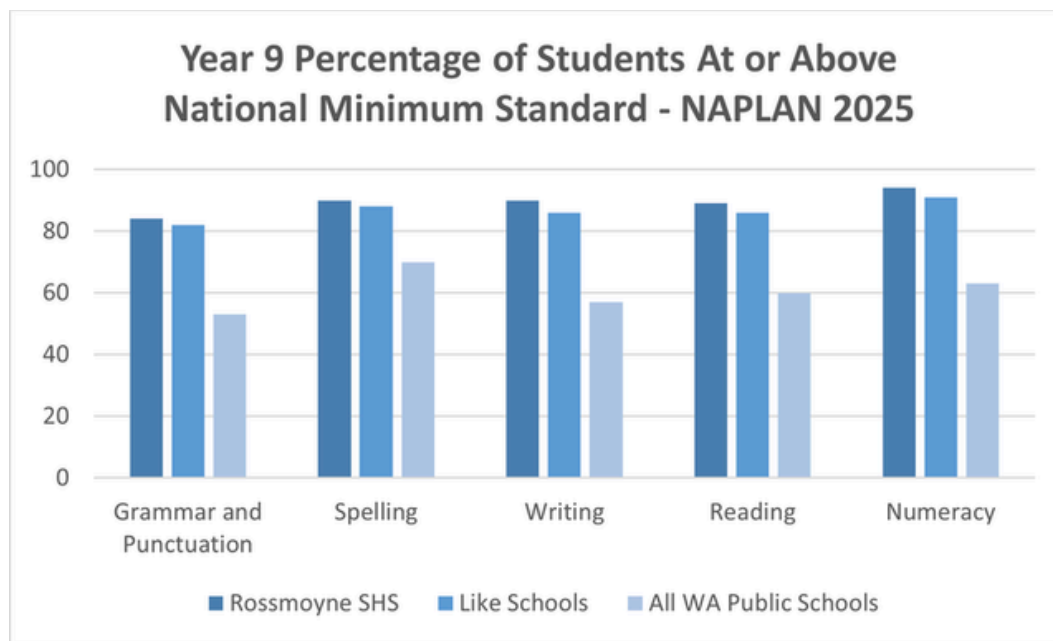
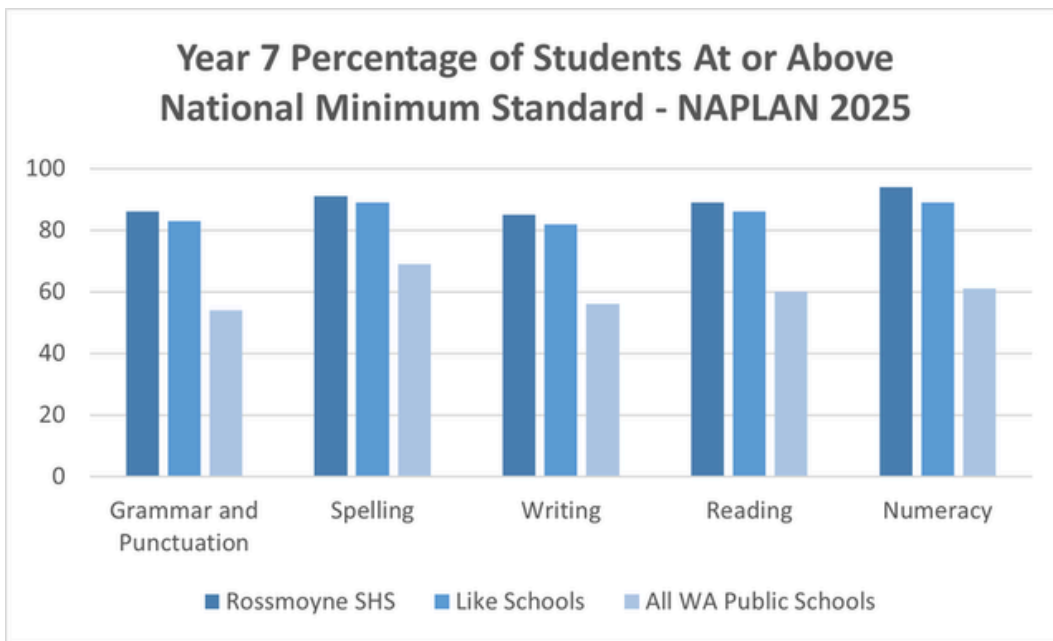


# 2025 NAPLAN

In 2025, Year 7 and 9 students participated in the online NAPLAN assessment program. These tests are delivered with an earlier timeframe, being delivered during the 7<sup>th</sup> week of Term 1. Student performance continues to be measured on a different scale from previous years.

Students continue to sit tests in the areas of Numeracy, Writing, Reading, Spelling, and Grammar and Punctuation and are placed on a scale that describes four levels of achievement. The four levels; Exceeding, Strong, Developing and Needs Additional Support, provide schools with feedback on where each student needs to improve and is used as a basis of developing learning programs that build student skills.

A student that has achieved in the Strong or Exceeding levels is considered to have achieved at or above the expected performance for a student in that year group.



Like Schools for NAPLAN comparison include: Applecross SHS, Bob Hawke College, Churchlands SHS, John Curtin College of the Arts, Mount Lawley SHS, Shenton College and Willetton SHS.

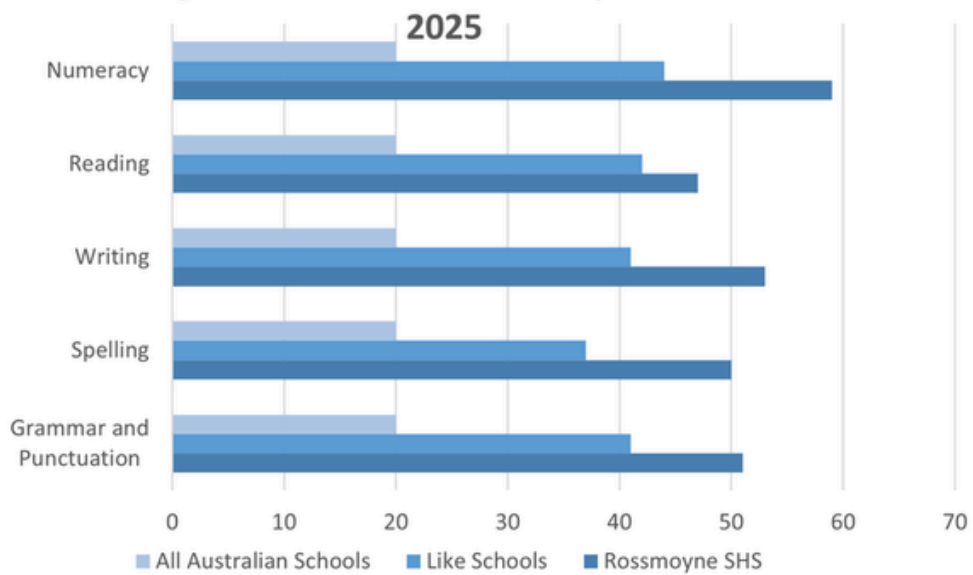


# 2025 NAPLAN

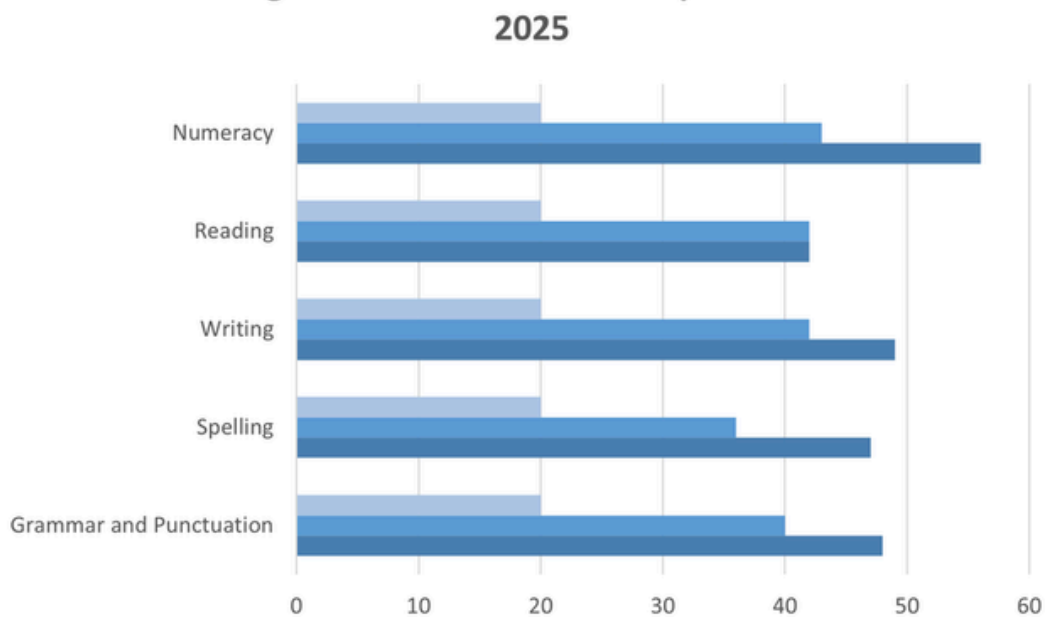
Over the past three years there has been a consistent result across all tests in both Year 7 and Year 9 with over 80% of students achieving Strong or Exceeding ratings. Over this time span, Rossmoyne has achieved a higher percentage of students achieving these ratings in all tests across both year groups, compared to our Like Schools and all WA Public Schools.

Another measure of the performance of Rossmoyne students in the annual NAPLAN tests is to look at the percentage of students in top 20% of the State. As can be seen in the graph below, our students have performed very highly across all tests in both Year 7 and 9, performing above like public schools in all Year 7 NAPLAN Tests and all but the Reading Test in Year 9, where our Like Schools had the same performance (42%) as Rossmoyne SHS.

### Percentage of Year 7 Students in Top 20% - NAPLAN



### Percentage of Year 9 Students in Top 20% - NAPLAN



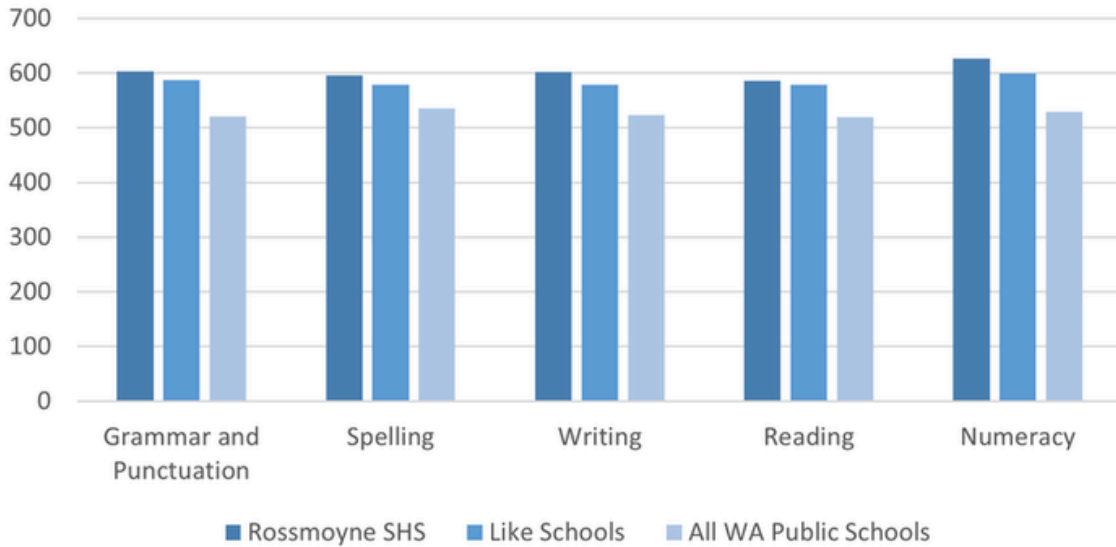
Like Schools for NAPLAN comparison include: Applecross SHS, Bob Hawke College, Churchlands SHS, John Curtin College of the Arts, Mount Lawley SHS, Shenton College and Willetton SHS.



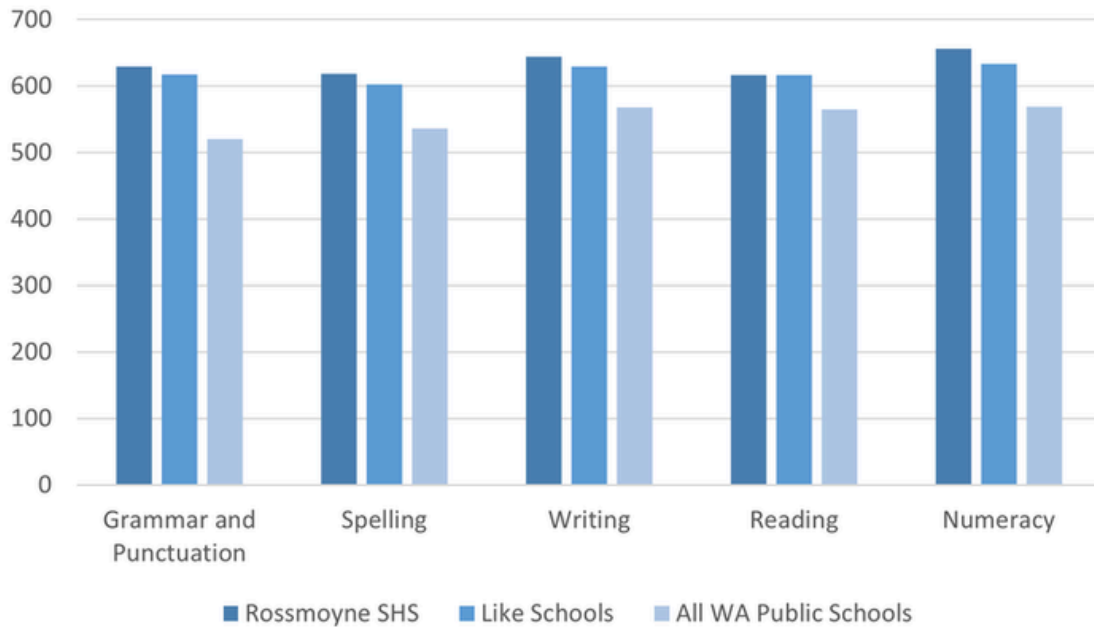
# 2025 NAPLAN

When comparing the performance of students at Rossmoyne Senior High School to those schools that have similar characteristics to Rossmoyne (Like Schools) and WA Public Schools, the performance of Rossmoyne students is well above the WA Public School Mean and above our like schools in all tests except Reading in Year 9. This is an outstanding result and is consistent with the past three years of data. The graphs below demonstrate our outstanding performance across all NAPLAN tests in Year 7 and Year 9.

## Year 7 NAPLAN Comparison - Mean Scores 2025



## Year 9 NAPLAN Comparison - Mean Scores 2025



Like Schools for NAPLAN comparison include: Applecross SHS, Bob Hawke College, Churchlands SHS, John Curtin College of the Arts, Mount Lawley SHS, Shenton College and Willetton SHS.



# 2025 Specialist Programs

2025 saw the continuation of the Specialist Programs at Rossmoyne SHS. Highlights for each of these programs include:

## VOLLEYBALL

2025 was another successful year for the Specialist Volleyball Program at Rossmoyne SHS, highlighted by the retention of the WA Volleyball Schools Cup for the 34<sup>th</sup> consecutive year and the Open Honours Girls winning their second National Championship in a row.

Students again were given the opportunity to compete at the Aquinas vs Rossmoyne Challenge, WA Junior Volleyball League, SSWA Champions Schools, WA Volleyball Schools Cup and the AVSC Gold Coast Tour. Achievements included but were not limited to:

- 173 students trialled for the Year 7 Volleyball Program, with 25 boys and 25 girls selected to enter the specialist program. Once again, current students in Year 9 and 10 assisted with the trials and coached students through this process.
- 99 students and 21 Staff and outside coaches travelled to the Gold Coast in December to compete in the Australian Volleyball Schools Cup, with the Open Honours Girls team winning a Gold Medal and defending their National Championship, the Year 11 Boys Honours winning a Bronze Medal, the Year 10 Boys Honours winning a Bronze Medal and the Year 12 Boys Division 2 winning a Bronze Medal. Rossmoyne SHS finished 4th overall.
- The WA Volleyball Schools Cup was held and after 5 days of competition, Rossmoyne SHS was named the winning school for the 34th time, continuing the unbroken run of championship victories going for another year. This is only possible due to the large number of volunteer coaches involved in this program.
- Rossmoyne SHS competed in the SSWA Champion Schools Competition. We won all 4 of our zone divisions and dominated the Champion of Champions event winning 2 of the 4 divisions and coming Runner-Up in another.
- 21 teams from Rossmoyne SHS competed in the WA Junior Volleyball League on Friday nights during terms 2 and 3. Parents and coaches who helped facilitate these teams need to be thanked for their incredible efforts. 3 teams won their divisions, and went on to compete at the Champion of Champions with all 3 winning the overall titles. These are outstanding results once again and highlight the dedication of the students and the staff that volunteer their time to enable our students to compete at this high level.
- 16 students from the Volleyball Program represented Western Australia in Beach Volleyball.
- 33 students from the Volleyball Program represented Western Australia in Indoor Volleyball.
- A year-round Strength and Conditioning program continued to be built upon and grown with support from V Athletic and VALD Performance to help ensure our students are ready and prepared to do their best at all times.





# 2025 Specialist Programs

## MUSIC

The year 2025 was a year of exciting music-making with the Music Program continuing to enjoy great support from the community in the form of enrolments, applicants for the Specialist Music Program, large audiences at public concerts and ATAR music results which continue to show year-on-year improvement.

Our Semester 1 music concerts were conducted at Beasley Auditorium at Perth Modern School and All Saints College Concert Hall. These venues have been chosen to accommodate our large program and big audiences. All three concerts were well received. Audiences really appreciated the lovely acoustics and ambience of these two concert venues.

Masterclasses have become a regular part of the music program at Rossmoyne and 2025 was no exception. Musicians from WAPPA and UWA Conservatorium have been regular visitors to our school over the last 6 years and the 2025 masterclasses were greatly appreciated by our senior students. The masterclass format is also an excellent way to assist Year 10 music students in making a decision about pursuing their music studies at ATAR level.

The House Band competition moved in to its fourth year in 2025 and after three consecutive wins by Stewart House it was exciting for Ross House to win last year. This event continues to grow in standard and level of engagement by students and staff alike. It is a fantastic way to finish term 2. Great music-making and excellent team-building and cooperation skills are in evidence. It is a shining example of our school's capability agenda in action.

Term 2 also featured the Movie Marathon concerts at Perth Modern School. These concerts are always enthusiastically supported by the community. After the large ensembles were featured in the Movie Marathon we moved to our smaller groups in the form of the Chamber Music Soiree. This concert is all about learner agency as students form small ensembles, choose repertoire and rehearse and perform it to an appreciative audience.

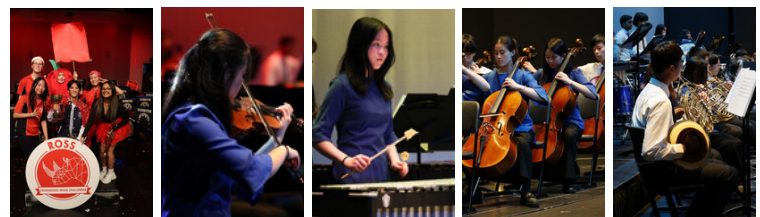
The Semester 2 concerts were an exciting series of three concerts. One of the highlights was the Graduation Music Concert where our graduating class of 2025 were featured throughout the evening and then presented a gift to the school as they moved closer to their final days and weeks at the school.

Undoubtedly, one of the features of term 4 was the Class of 2025 Valedictory ceremony staged in the High Performance Stadium in Mount Claremont. Our guest conductor was Mr Joel Bass, currently conducting professionally in Victoria. Joel Bass is Rossmoyne Music Department alumni. It was a great thrill for him to conduct our senior orchestra for this prestigious occasion.

The music ensemble year concluded with a music concert staged in the school's outdoor amphitheatre. The weather was perfect, the sound and lighting excellent and the music-making warmly appreciated by the 800 plus audience.

The Year 7 choir performing at Rossmoyne Waters Estate was the last musical event for the year and it too has become a regular and much-anticipated event.

The class of 2025 performed very well in their external Written and Practical exams which brought the year to an excellent close.





# 2025 Specialist Programs

## MATHEMATICS

We are proud to have continued our hard work with the Mathematics Specialist (Honours) Program through 2025. From Year 7 through to Year 10, our Mathematics Honours students are extended by their passionate teachers in their mathematical education through deep exploration of concepts within and beyond the mathematics curriculum, challenging their problem solving ability through various competitions, and developing their communication, teamwork and leadership skills through the many extracurricular activities they participate in.

### Have Sum Fun Mathematics Competition

Our first competition of the year was the Have Sum Fun Face-to-Face event run by MAWA. Students from Years 7 - 12 were selected from both within and outside the Honours program to represent Rossmoyne SHS at this popular event, with a total of 54 students competing in the event across 9 teams.

We hosted the Intermediate event at Rossmoyne SHS again in 2025, this time using the new Library space. The event was a great success and our supervising team really enjoyed the new venue. We will be hosting this event again in the same venue in 2026.

We continued a tradition of strong results at this competition in 2025, with a 3<sup>rd</sup> place in both the Intermediate (Year 9-10) and Senior (Year 11-12) competition. Our Junior (Year 7-8) teams performed even better, with both a 3<sup>rd</sup> and 2<sup>nd</sup> place finish.

### Other Competitions

**Australian Mathematics Competition (AMC):** One of the highlights of our competition calendar. On Thursday 7<sup>th</sup> August we had nearly 250 students from all years sit the paper, and it was great to see so many students taking the challenge. Our students achieved excellent results in this competition, with 13 High Distinction awards (top 3% of competitors in their division and region), and 101 Distinction awards (top 20%).

**Western Australian Junior Maths Olympiad (WAJO):** In 2025 we selected seven teams of four students each from Years 7-9 to represent Rossmoyne SHS in WAJO. This event is highly competitive and consists of both an individual paper completed at school and a team paper completed at UWA. A special congratulations to our three students who achieved High Distinctions in the individual paper.

**Kangourou sans Frontières (KSF):** All Honours students competed in this AMC-inspired event, achieving 26 Distinction and 3 High Distinction awards.

**Computational and Algorithmic Thinking (CAT):** This competition gives students the opportunity to develop their problem-solving skills through algorithmic thinking. All Honours students competed in this event, achieving 16 Distinction and 4 High Distinction awards.

**Australasian Problem Solving Mathematical Olympiad (APSMO):** Our Year 7 and 8 Honours students competed in the competition, sitting four rounds of problem-solving questions over the year. Eleven students achieved results in the top 10% of competitors.

**Australian Intermediate Mathematics Olympiad (AIMO):** This highly challenging maths competition consists of one four hour paper with 10 complex questions, and is one way exceptional students can be identified by the Australian Maths Trust for their Mathematics Olympiad pathway. In 2025 we selected 7 of our most promising students from Year 8-10 to attempt this challenge. One of our Year 8 students achieved a Distinction award, which is an exceptional result for this competition.

**AMO:** This invitation-only event runs for two days with a four-hour paper each day and is a further step on the selection pathway for the Mathematics Olympiad. We were honoured to have one of our Year 11s, a previous Honours student, compete in this event.



# 2025 Specialist Programs

## Australian Mathematics Competition Training Camp

On the first weekend of Term 3, the Year 7 – 10 Honours classes travelled once again to Ern Halliday Recreation Camp for our annual Australian Mathematics Competition (AMC) Training Camp. The fun started early on the morning of Thursday 24<sup>th</sup> July with a before-school bus trip up to the campsite, returning on Saturday 26<sup>th</sup> to recover for Week 2.

Students enjoyed challenging themselves and developing their teamwork, communication and leadership skills by taking part in the traditional school camp activities, from vertical rope challenges and orienteering to caving and conducting a rescue operation for a lost pilot. Of course, there was plenty of mathematics to be done as well, with students completing 5 targeted training sessions designed to help prepare them for the AMC and WAJO competitions.

For many students, the chance to connect with their peers and teachers on a weekend away was highly valued.

## Fermat Club

We also continued our tradition of having our Honours students getting together after school during the “Fermat Club” meeting at the end of each term. Activities ranged from fun problem-solving and active challenges run by the Honours teachers to a Have Sum Fun Online inspired competition, to the final Fermat Club being run by our graduating Year 10 Honours class.

## Presentation Evening

On the 28<sup>th</sup> of November, our annual Presentation Evening celebrated old and new students and staff, along with students’ parents in the PVAC. We officially welcomed our new Year 6 students who had been selected as part of the Specialist Mathematics Program to join RSHS in Year 7 2026, as well as their Mathematics Honours teacher Dr Kang. We also officially welcomed the students who joined the program as “top-ups” in the 2025 Year 7 class.

We also celebrated our Mathematics Honours class of 2025 as they graduated from the program to start their time as ATAR students in 2026. The Honours students shared some wonderful memories from the last four years about how they have challenged and developed their mathematical skills and critical thinking, represented Rossmoyne SHS in a variety of competitions, spent time together and with their teachers on camp, and made so many connections along the way. Finally, we celebrated their teacher Mr Ali Mohammadi, and the passion and hard work he has put into helping these students grow and develop over the years.





# 2025 Specialist Programs

## GIFTED AND TALENTED LANGUAGES

Many of the students selected to form our Gifted and Talented Languages classes as Year 7s in 2020 or through the Department of Education Top-Up process in Semester 2 2022, achieved truly stellar scores in the ASET test. Of the 48 students selected, 32 had achieved a score of over 230, 10 had a score over 240 and within this group were scores of 264.13 and 266.57.

Over the next six years, many of these students continued to excel both in languages and in other areas. Of the 31 students achieving a place in the '99 Club' in for 2025 ATAR achievement, 14 were Gifted and Talented students, including the 3 students achieving the highest scores.

## 2025 ATAR Examinations

In 2025, our Language students excelled in language studies across several programs.

The Year 11 Gifted and Talented (GT) students completing the accelerated programs in Chinese, French and Japanese and sitting ATAR with mainstream Year 12s performed exceptionally well. Highlights include:

**Chinese:** Students ranked 4th, 8th, 11th and 14th of the 19 students sitting the Year 12 Chinese Second Language exam were from our Gifted and Talented program.

**French:** Of the 26 students completing Units 3 and 4, 20 were from the Year 11 Gifted and Talented (GT) class. The highest score was achieved by a Year 12 student, however the next ten highest scores were from the Year 11 Accelerated GT class.

**Japanese:** Of the 25 students sitting the Japanese Second Language exam, 16 were from the Year 11 GT class and 9 Mainstream Year 12s.

The GT students were placed 2nd-4th, 7th, 8th, 10th, 17th, 22-24: a broad spread and with some remarkable performances.

## Highlights in other years' programs

**French:** Students sat Alliance Francaise (AF) written exams and achieved some excellent scores. Our participation in the AF Poetry Recitation Competition was stellar.

Students achieved 3<sup>rd</sup> place in the Year 7 Poetry, 1<sup>st</sup> place in Year 8 Poetry, 1<sup>st</sup> place in Year 9 Poetry and 1st Place in Year 10 Poetry. This competition included students from both public and private school systems, and these are remarkable achievements.

Year 8 and 9 GT French students went on an excursion to Something French Cafe on Broadway Nedlands and were required to place orders in French. They also went on an excursion to the zoo and played pétanque.

**German:** Students from Year 7 and 8 GT German classes made movies about the topic "Free time in Germany". This exemplified students' competence in the following capabilities: digital literacy, ethical and cultural understanding, problem-solving, teamwork, collaboration and creative thinking. One of the Year 7 movies was shown at the GT presentation Evening. Year 7 GT German students also did German Food Tasting in Term 4. Year 8 GT German students went on a German Film excursion in Term 2.

**Japanese:** 7 students from the Japanese GT programs participated in the 2025 Japanese Tour. Students from the Year 8 Japanese GT class performed a skit (an advertisement for their favourite flavour of Cup Noodles in Japanese) on Gifted and Talented Presentation Evening for the enjoyment of incoming Year 6s and Top-Up students. Students from the Year 9 Japanese GT class planned an Art Incursion.

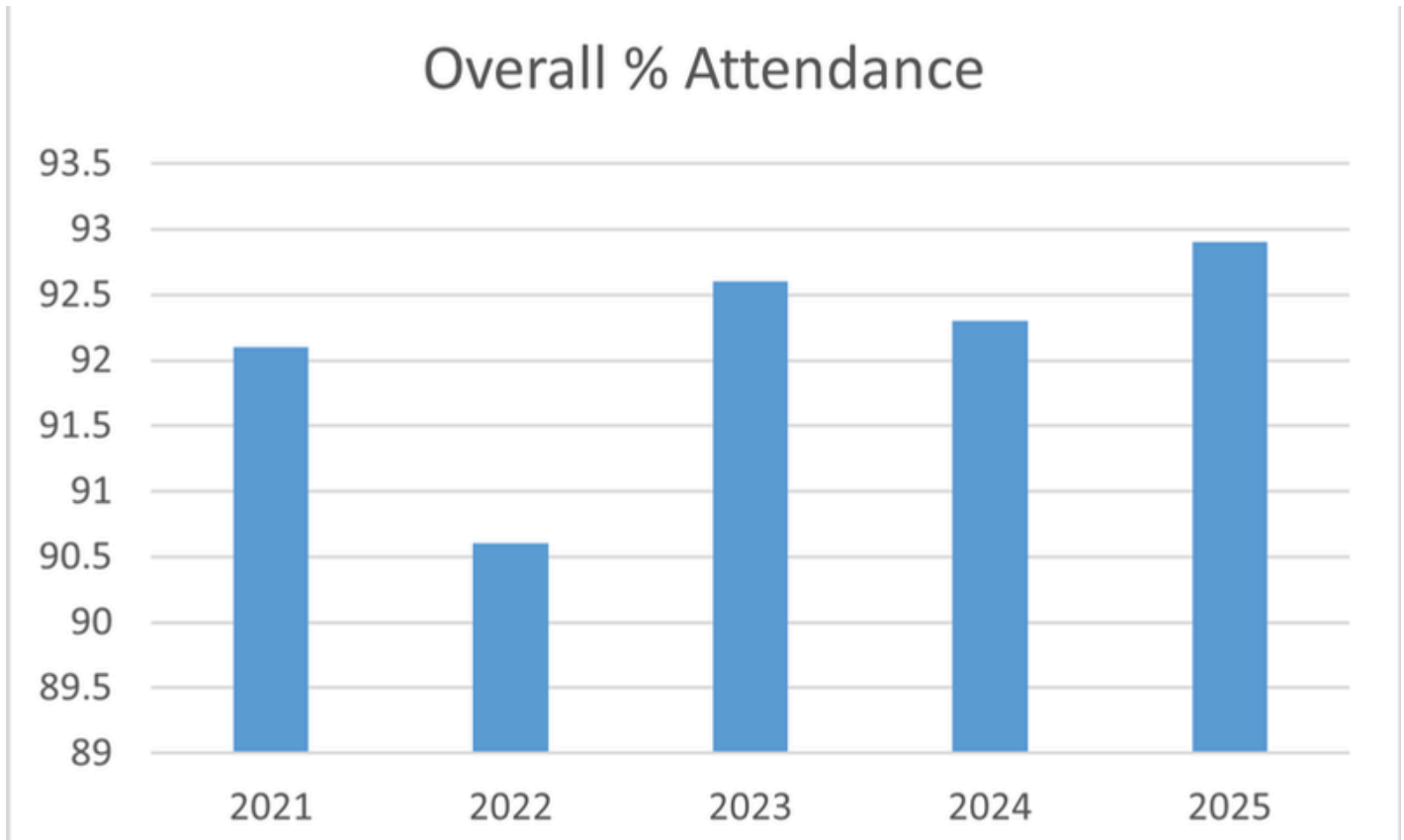




# 2025 Student Overview

The school has five core values, and these are expressed through the acronym iCare. The C stands for connection and highlights the value that the school places on making sure that all students are provided with opportunities to remain linked to the school.

One way of measuring connection is to look at the attendance rates of students.



This graph shows that the overall attendance of students at Rossmoyne SHS is relatively stable, except for 2022 when the effects of the COVID-19 pandemic had a major impact on our community. Even through this time it should be noted that the overall attendance rate for the school remained above 90%.

When compared to schools similar to Rossmoyne SHS, these rates of attendance are stronger and demonstrate the connection that students have to the school, even during difficult times. These results do, however, highlight the effect that the pandemic has had on our students.

For reference, the overall attendance rate across the state for 2025 was 81.7%.

We continue to build our strong student support structures that promote connection to the school, and this has enabled us to ensure that we are providing robust support services and an environment that encourages connection to the values and capabilities of Rossmoyne SHS for all of our students.



# 2025 Staff Overview

Rossmoyne Senior High School is proud to be acknowledged as a leading school within our system, and we take the responsibility to ensure that staff are developed for leadership roles within our school and the wider education system in Western Australia.

Our experience and outstanding long-term performance has again been recognised by the Education Department with their request that we continue as a Lead School in the Quality Teaching Strategy, where staff from our school are able to support other teachers and schools within our system to improve the outcomes for students across the state.

The leadership of Associate Principal Stephen Pountney within this area has been outstanding and the school is continuing to produce some outstanding opportunities for teachers at Rossmoyne SHS and all schools across the state.

Outside of the Quality Teaching Strategy work, the school continues to support the development of our staff significant funding has been committed over several years to ensure that teachers have the opportunity to continue to develop their Classroom Instructional Strategies through working with expert teachers, and undergoing classroom observation and feedback processes to ensure that our teachers are at the forefront of quality teaching.

As a leading school in the public education system, we take our responsibility of developing future leaders for our system seriously. The Future Leaders program is available for staff through a nomination process and those selected are taken through a comprehensive leadership strategy that helps to develop their individual and team leadership skills. This program has seen a number of our staff achieve promotion to higher responsibility roles in our school and across the wider system.

To facilitate the school priority of Staff Excellence and Wellbeing, a number of strategies have been put in place to ensure that we are providing opportunities for staff to develop their skills in managing their wellbeing. At all School Development Days there is time dedicated to collegiate groups which provide an avenue for staff from across the school to work together and develop an understanding of how others work across the campus.

There is a Staff Excellence and Wellbeing Committee that work together to develop and implement strategies that enhance staff input across the school. An example of this is the General Staff Meeting time that is dedicated to well-being strategies, this ensures that the staff of the school are being provided with opportunities to learn about well-being activities and again work with staff from across the campus that they may not deal with on a day-to-day basis. A Workload Advisory Committee is in place to examine and recommend outcomes from any workload issues that arise for all staff across the school.

It must be noted that all staff at Rossmoyne Senior High School, both teaching and support staff, are a highly skilled and committed team that dedicate large amounts of time over and above their role, to ensure that the students are receiving the best opportunities available for their education. The staff of the school create the conditions for learning, and this is done with an extremely high level of professionalism and dedication to their roles.

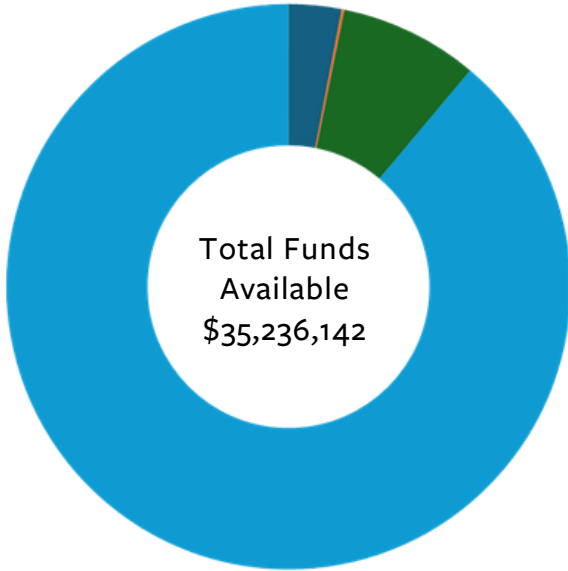




# 2025 Financial Overview

FINANCIAL POSITION AT 31 DECEMBER 2025

## Revenue



Charges and Fees

\$1,554,133

Voluntary Contributions

\$286,809

Facilities Hire





\$347,053

Fundraising, Donations, and Sponsorships

\$353,165

Other Revenues

\$237,666

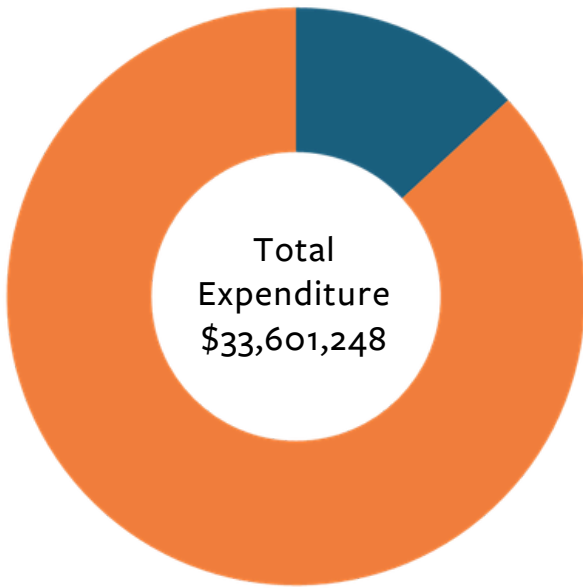
-  Opening Balance/Carry Forward from 2024  
\$1,065,831
-  Transfers and Adjustments  
\$-66,447
-  Locally Raised Funds  
\$2,811,366
-  Student Centred Funding  
\$31,425,392







# 2025 Financial Overview

## Expenditure



-  Goods and Services Expenditure  
\$4,403,530
-  Salaries  
\$29,197,718

- Administration  
\$147,771

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- Utilities, Facilities and Maintenance  
\$1,282,719

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- Buildings, Property and Equipment  
\$930,318

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- Curriculum and Student Services  
\$1,892,362

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- Professional Development  
\$97,501

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- Professional Development  
\$97,501

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- Other Expenditure  
\$7,391

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- Payment to Central Office, Regional Office and Other Schools  
\$45,467





# School Community Feedback

Every year the students complete the What's Happening In Our School (WHITS) survey. We use the information gathered from this survey to ascertain where we need to adjust our efforts to ensure that the students are getting their best opportunities and creating the most impact.

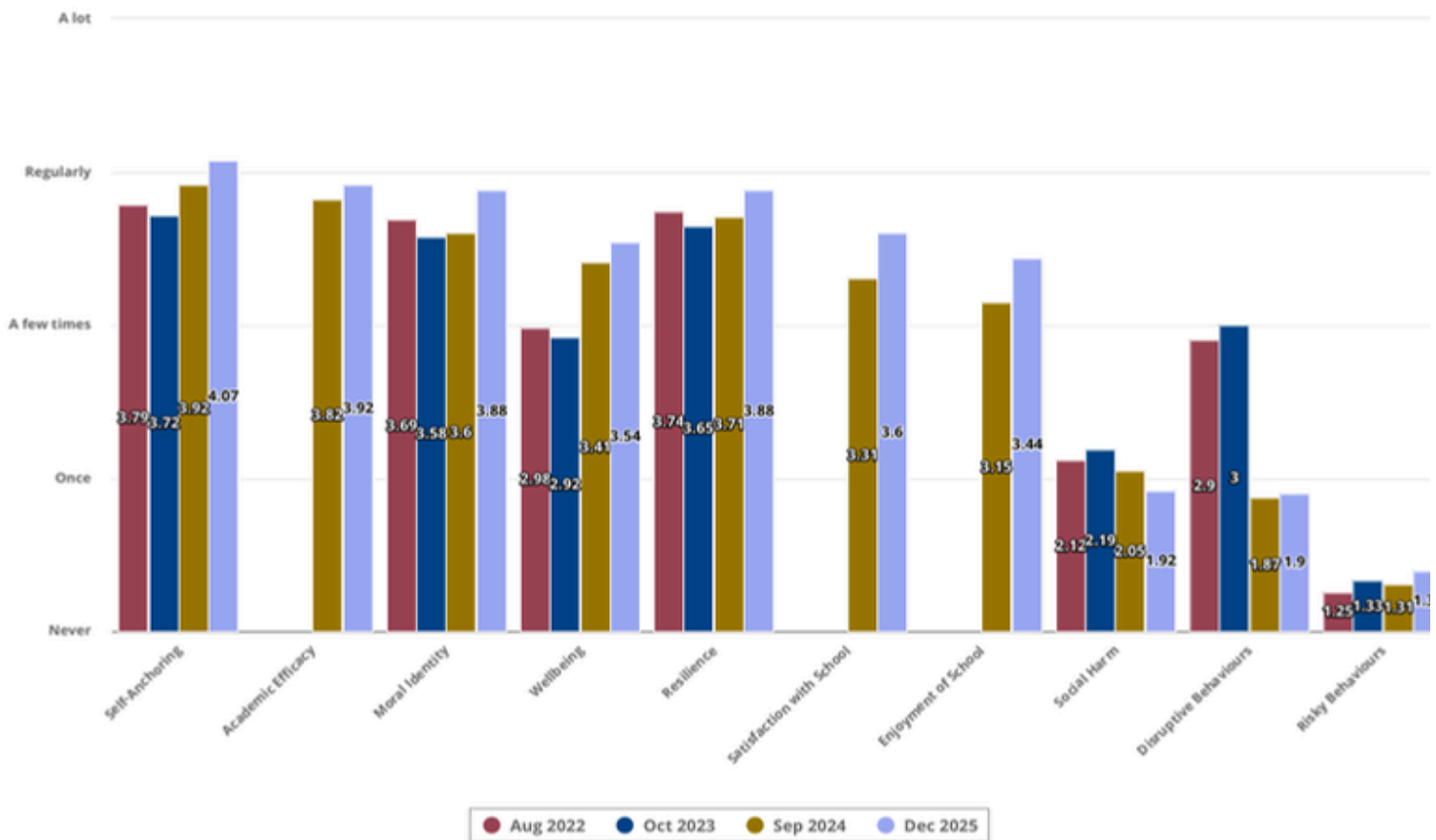
A maximum score of 5 is available to each question with 1 being an extremely low score and 5 being extremely high. This means that a score above 3 can be interpreted as a positive rating for that question while a score below 3 would be a negative rating.

This survey is one of the many methods that we employ to harness student voice, making sure that we consider the perspectives of the students in our forward planning.

In 2025 we also commenced the opportunity for students to write a reflective comment on their semester reports. This provides each student with the opportunity to develop a goal against the Capabilities for Learning Life Framework that we have developed, and write a reflective comment on whether they have achieved their goal and what they intend to do over the next semester. We will be continuing this program in 2026 and beyond.

## Protective and Risk Factors

Means for each construct.





# School Community Feedback

This graph shows that, across the positive protective behaviours for students, there was an increase in 2025 for all attributes. It also shows a decline or steady response to the more negatively framed attributes.

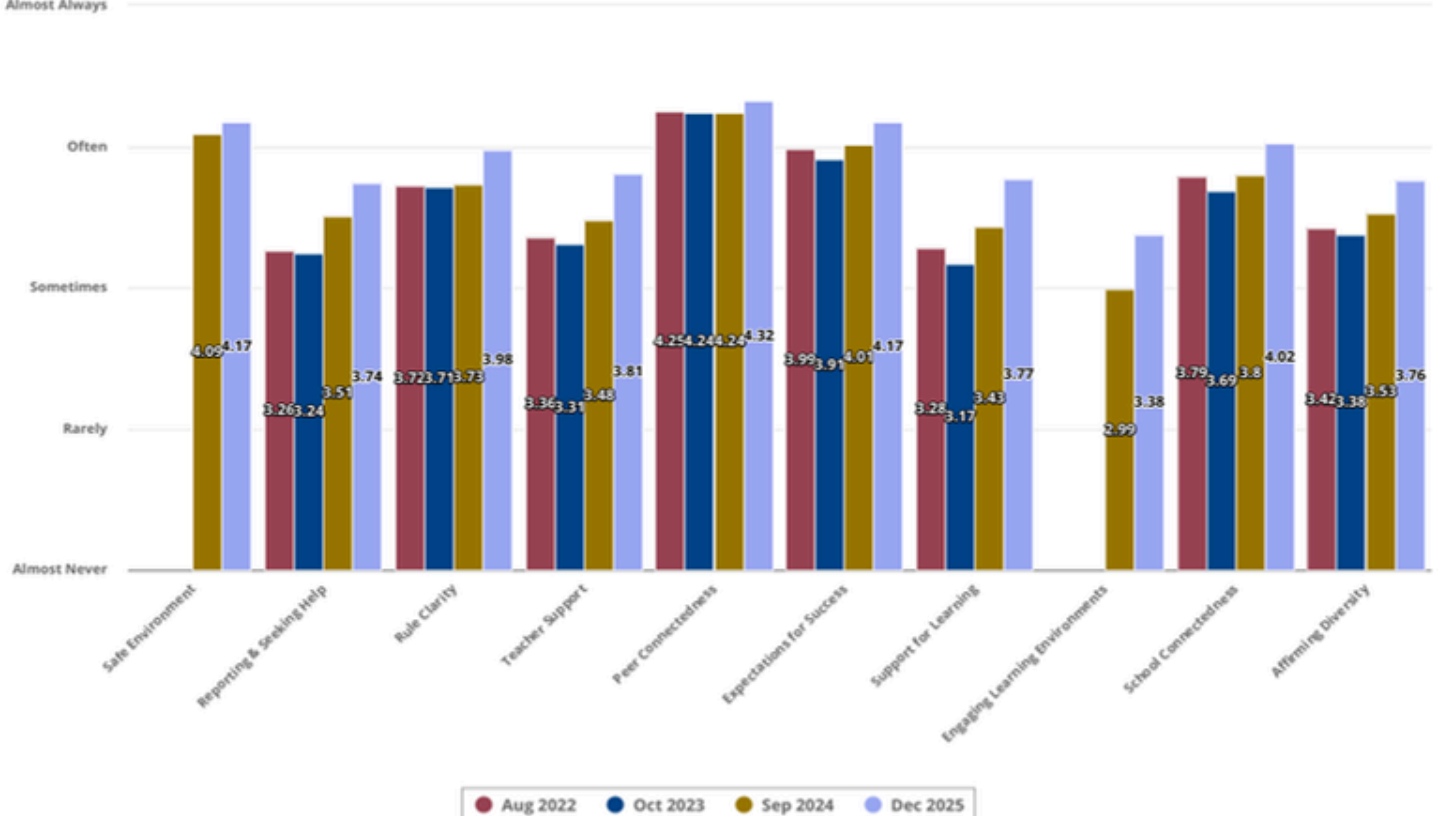
This shows that the Social and Emotional Learning programs that are being developed and delivered by the Student Central team are having a positive impact on student wellbeing and connection to school.

Further evidence of this can be seen in the graph below. When examining statements around the school climate there has been a significant improvement across all attributes. This demonstrates the incredible work that has been undertaken by the Student Central Team and all our classroom teachers to ensure that students are connected and engaged within our school.

## School Climate

Means for each construct.

Almost Always





# Future Challenges

As the Department of Education transitions all schools across the state from their current Learning Management Systems, which in Rossmoyne SHS's case was SEQTA, to Compass, there will be teething issues that we will need to work with our community to resolve.

While we understand that SEQTA was a well-liked program in our community, the move to Compass is a department-wide initiative and we are working with our staff, students and parents to provide as close an experience to the one that we had previously within the constraints of the new program.

Over time, Compass will become familiar to all staff and students and we will continue to work with everyone to ensure that parents are kept informed of their student's progress within our school.

We are currently developing a number of new communication processes to provide information to students and families within the new system, and this will continue to be a challenge over the near future.

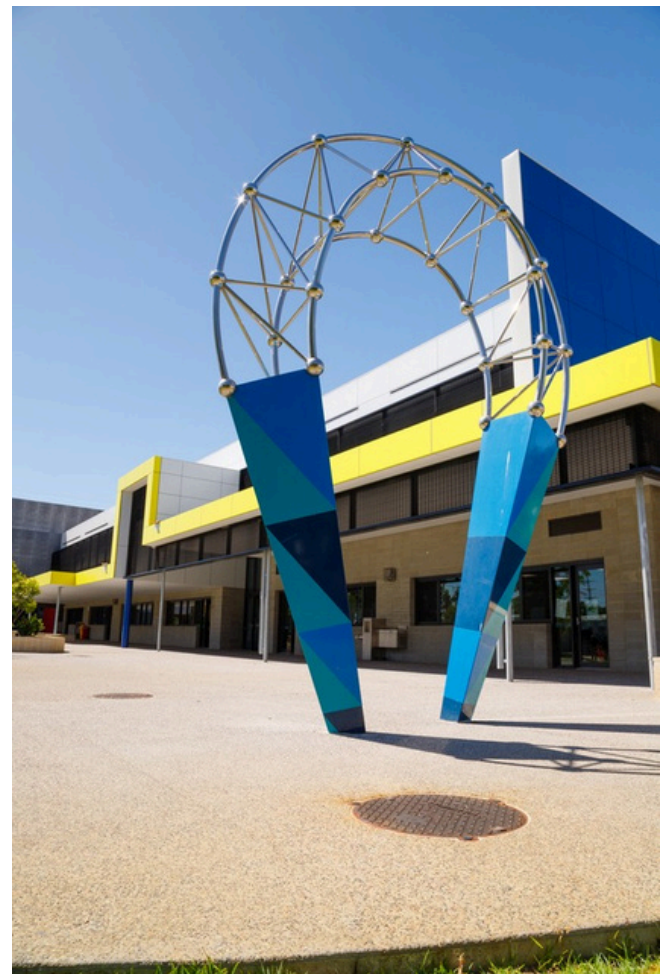
As the student population at Rossmoyne SHS continues to grow, the need for the next stage of the redevelopment becomes more pressing. The school currently houses 17 transportable classrooms and this number will increase as the student population grows over the next few years.

This population growth places pressure on the limited number of specialist facilities that the school has is an area that will present challenges in the future. This will not be alleviated until the construction of current, purpose-built facilities as part of the overall redevelopment of the school is undertaken.

While the obvious effect of increasing enrolment numbers is pressure on the general accommodation at the school, there is also an increasing pressure on the ability to provide the number of classes of specific courses needed to satisfy student choice. There is significant pressure on the school's ability to offer classes in the specialist areas of Arts, Technologies and Health and Physical Education. Creative timetabling responses will continue to be employed to ensure that we are able to offer variety and choice to our students in future years.

Rossmoyne Senior High School is not immune to the significant challenges that are presented by the tightening labour market. With an ageing staff and anticipated retirements over the next few years, as well as the increasing student enrolment numbers, there will continue to be pressure placed on our recruitment processes in future years. While the Education Department and the State Government have introduced initiatives to increase the pool of available staff, many of these are, justifiably, aimed at supporting regional and remote schools.

As the available number of teachers and allied support staff diminishes there is a stronger need to ensure that our recruitments processes result in the hiring of staff who understand the mission and vision of the school. Rossmoyne SHS has always been innovative in our practices for recruitment, and we will need to continually monitor the effectiveness of our processes to enable the best candidates to continue to apply for vacancies at our school.





Honour the Culture | Embrace Opportunity | Shape the Future