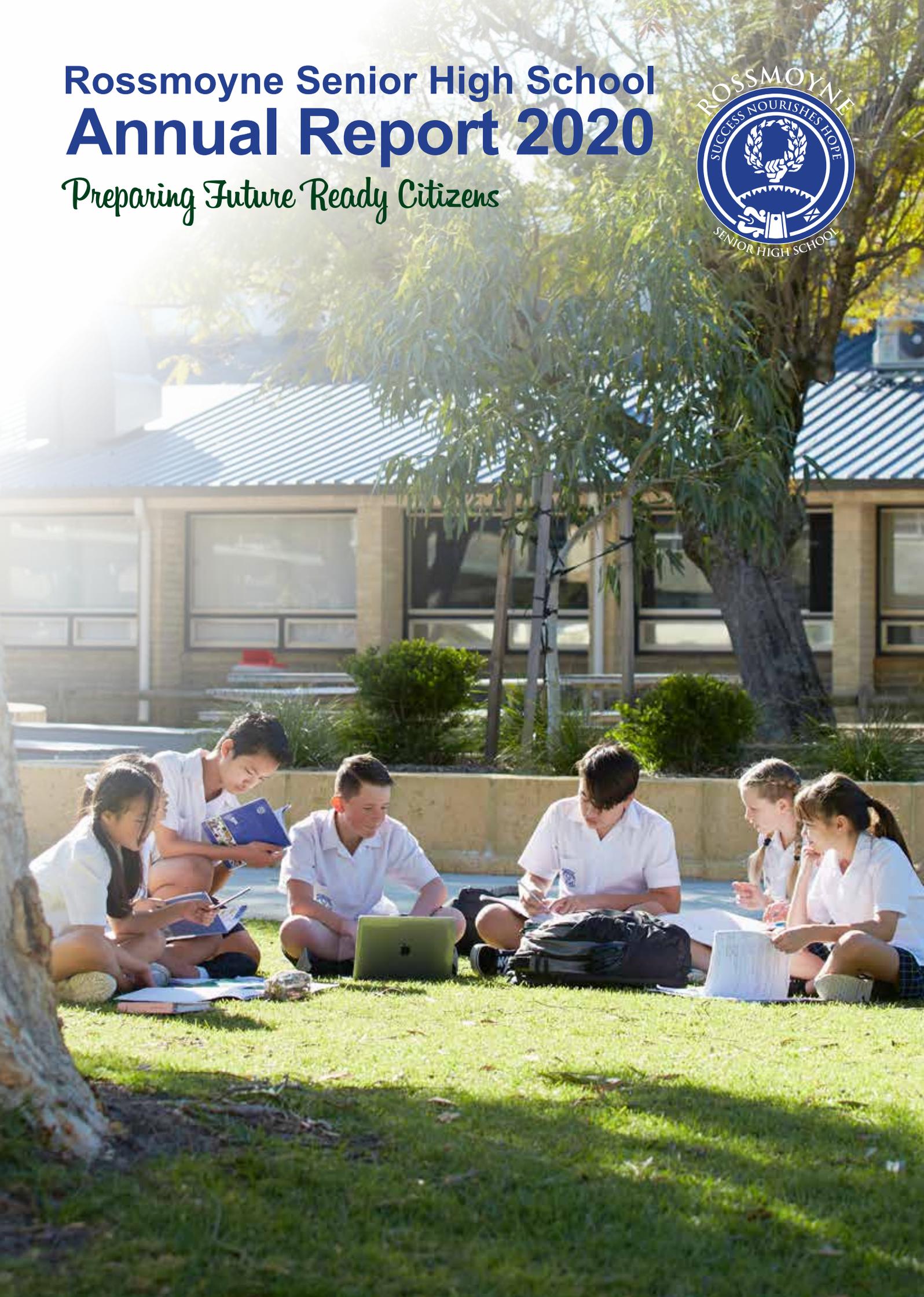
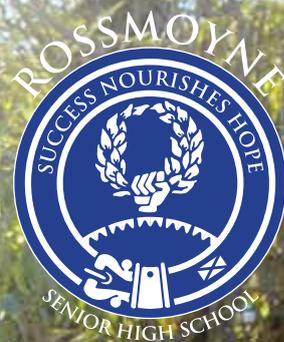


Rossmoyne Senior High School Annual Report 2020

Preparing Future Ready Citizens





PRINCIPAL'S REPORT



Ms Milanna Heberle,
Principal

It is my pleasure to present to you the 2020 Annual Report. As Principal, I am provided the opportunity to acknowledge the school's many outstanding successes and achievements that embody the school's iCARE values of Integrity, Connection, high Aspiration, Respect, and Excellence.

across the six domains.

Our relentless focus on excellence for all students is summarised in the following statement by The Department of Education's Deputy Director General Schools Stephen Baxter.

"The performance of your school, determined through your self-assessment submission and validated by the review team, has confirmed to be exceptional. I acknowledge the efforts of you and your staff in optimising and sustaining the conditions for successful students".

2020 was a year like no other. The impact of the coronavirus pandemic on our community and school required us to react and respond, ensuring our students were well supported. This meant reconsidering what we did on a daily basis and shifting our school online.

At the end of Term One we launched Rossmoyne Senior High School Learning Online, providing students the opportunity to access teachers, lessons, forums and resources remotely. I can't thank enough the dedication of our staff, and the support of our community, that ensured the transition for our students was close to seamless.

While there were many school based activities, competitions and tours we could not do across the year the most was made to create opportunities and do things differently (to the credit of our students and staff). Things like virtual swimming carnivals and choirs, and the use of Web Ex and remote competition participation, became the 'new norm'. We explored new ways of communicating with parents, including video briefings, online Course Counselling and expanding the use of our Website, Facebook page and SEQTA parent portal. The strength of our community was at its very best, and supported us through the most challenging times.

Our 2017-2020 Business Plan continued to guide the direction, priorities and strategies of the school. The Public School Review, undertaken in December 2020, provided the opportunity to reflect on and celebrate our achievements. I could not be more proud to read the final School Review document that outlined commendations

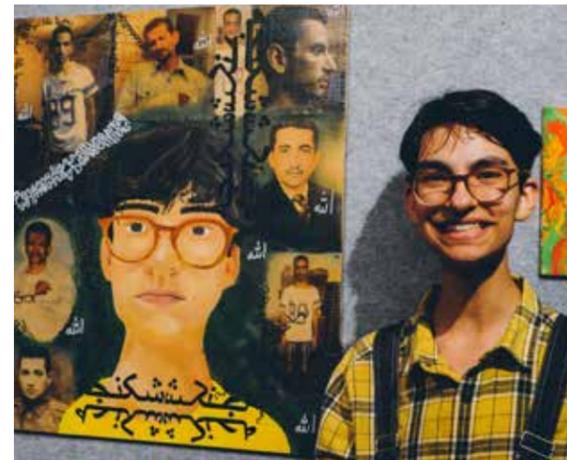
This Annual Report celebrates the outstanding achievements of our students in 2020.

Our Year 12 students should be acknowledged for performing exceptionally well and overcoming the challenges of breaks in tuition and remote learning. We remain the public non-selective school with the most students undertaking ATAR studies. 19 students achieved an ATAR of 99+ and three students were awarded General Exhibitions. Our VET program continues to go from strength to strength with one student achieving a VET exhibition, 10 students completing Diplomas, and 46 Certificate IVs being awarded to VET students, providing the opportunity for direct entry to university.

This year, more than any other, we understood the importance of our school value, 'Connection' and how it contributes to wellbeing. Remaining positive, connected and supportive of each other made an enormous difference for students and staff. Despite the challenges our House activities remained strong and I congratulate MacNeill for being awarded Champion House for 2020.

I would like to acknowledge the work undertaken by the President of our P&C Michael Pailthorpe and Chair of our School Board, Kirsty Barnetson, for their ongoing commitment and support of our wonderful school. Please take the time to read through the following pages celebrate our many achievements, in what was a very unique year.

Milanna Heberle
Principal



SCHOOL BOARD REPORT



*Kirsty Barnetson,
Chair School Board*

Rossmoyne has a long tradition of excellence. But 2020 taught us all so much, giving the school the opportunity to rethink and re-create how we operate and how we achieve the best possible outcomes for our students, whatever is happening in the world around them.

In navigating the challenging times, the school achieved outstanding results. Our staff came together to deliver learning in an online environment in a process that could otherwise have taken years, and to find new ways of engaging and connecting with students when the “usual” was no longer possible. Our students adapted rapidly to the new learning environment, and successfully negotiated the uncertainties and adjustments to school as they knew it. The ongoing support and encouragement from our families also made a significant difference. Throughout, the focus on providing an excellent education for our students remained, and students continued to achieve their personal best, with 2020 providing many moments of celebration for our school community.

The school's ability to achieve excellent outcomes, maintaining a consistent focus on our students and their learning, was recognised in the results of the Review of Rossmoyne Senior High School, undertaken

by the Department of Education at the end of the year. Congratulations to the school for the exceptional feedback the school achieved.

The results of the review are outstanding. It is a fabulous outcome, and well-deserved recognition for all the hard work and effort that our staff, students and families consistently put in. But we should not take it for granted, or underestimate the consistent effort, energy and care that is invested.

Fundamental to the result, the school community should be immensely proud of our school culture, which the review recognised as “positive, professional, inclusive and dynamic, with a focus on excellence”.

These are not just words, but are behaviours and attributes that are embedded in the day-to-day functioning of the school.

This sense of purpose and direction has enabled the school to successfully respond to the challenges of 2020, and will continue to enable our students to thrive, whatever the journey ahead in 2021.

*Kirsty Barnetson
Chair, School Board*



PARENTS' AND CITIZENS' ASSOCIATION INC.



*Michael Pailthorpe,
P&C President*

Through the generous support of parents, 2020 saw the Parents and Citizens Association (P&C) make substantial contributions towards the school.

Despite the impact that COVID caused to some of the activities, the contributions from parents allowed the P&C to continue to

support several student areas including the Chaplain and Youth Worker, the Year 12 Valedictory and other health and well-being programs facilitated through Student Central. The P&C also contributed over \$90,000 towards the refurbishment of the School Gymnasium and an upgrade to the Performance Visual Arts Centre auditorium.

One of the highlights of the year was the presentation to the P&C by the Student Central team, and in particular our Chaplain and Youth Worker who shared with parents the programs they are providing to students and the improvements that they are seeing from these initiatives. The value and importance that these roles and holistic services play within the school and the support they receive through the P&C was again underlined.

A personal highlight was participating in the 'all in' rendition of Bohemian Rhapsody at the Year 12 Valedictory at the Perth Convention and Entertainment Centre ... just proving there is a little semblance

of musical ability in us all (or if nothing else, it puts a smile on our faces trying!)

Despite all the interruptions caused by COVID, parents have again assisted the school community through operating the Second-Hand Uniform Shop, providing back-stage and front-stage crew for concerts and taking on various and innovative roles for what was a 'WA only' volleyball program this year. The P&C welcomed new parents to Rossmoyne, which is especially important for parents with their first child joining the school.

The P&C is one avenue for parents to add to the vision and ideas of the school community. The rich diversity seen within our school community helps to deepen awareness of the multi-cultural and diverse world that students live in and the cooperation and partnership between the P&C, the school and the School Board ensures that Rossmoyne Senior High School students benefit from this amazing richness.

I would like to thank the parents for their involvement through generously giving of their time, energy, creativity, skills, ideas and resources. It was a privilege to be president of such a dedicated and committed group.

*Michael Pailthorpe
P&C President*





SCHOOL CONTEXT

Rossmoyne Senior High School is proud to be an independent public school with a long-standing reputation for excellence in academic, sporting and cultural achievement and high quality pastoral care programs.

Our ongoing success is underpinned by

- a culture of high expectations in an environment of reflection, innovation, creativity and continuous improvement;
- meaningful collaboration and mutually respectful relationships within the school community between staff, students and parents;
- a shared commitment to excellence and success for all students;
- thorough whole-school planning and self-reflection processes; and
- an authenticity in how the school operates.



Our community embraces and promotes our positive school culture.

We are committed to developing future ready citizens.

OUR VISION

Our students become future ready citizens.

Our students are capable, compassionate, connected and confident life-long learners of an ever-evolving global community.

OUR MISSION

We champion a culture of high aspiration and excellence where our students are engaged and nurtured to become future ready citizens of a global community:

“Success Nourishes Hope”

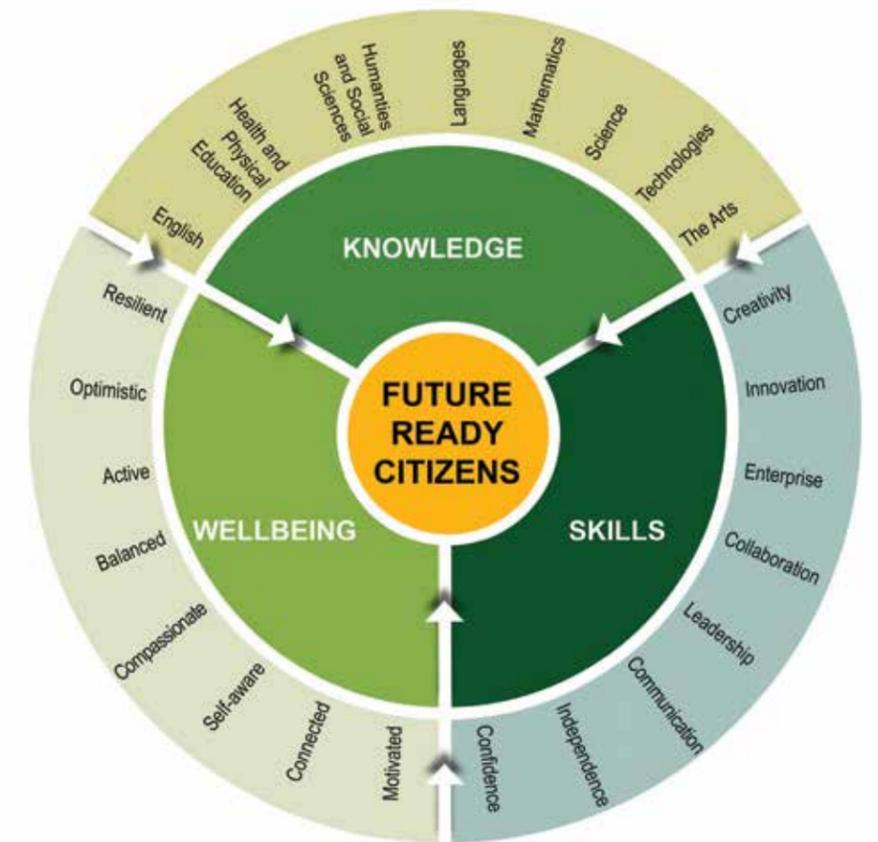
OUR VALUES

Our iCARE values embody the beliefs of the school community and are reflected in our highly regarded school culture. They are consistently applied and guide the behaviours expected from all school community members.

iCARE represents:

- integrity
- Connection
- Aspiration
- Respect
- Excellence

Our values underpin our school priorities. By working effectively together our students will be prepared as future ready citizens.





OUR PRIORITIES

Through our curriculum, co-curriculum and pastoral care programs, our goal is to prepare future ready citizens. We consider the relationship between parents, students, staff and community essential to delivering the strategies within our three interconnected priority areas:

- Excellence in teaching, learning and leadership
- Learning for Life
- Forward-thinking school community



PRIORITY: EXCELLENCE IN TEACHING, LEARNING AND LEADERSHIP

Our continued focus on excellence in teaching, learning and leadership supports our priority to deliver outstanding outcomes for all students.

Through innovative recruitment processes and supporting the professional development of our staff, we continue to develop and retain highly capable staff committed to the profession and the school's targets for all students. 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.

We aim to provide students with an innovative, contemporary and high-quality education that includes a diverse range of co-curricular learning and personal development opportunities, where all students set goals and strive to achieve their best. Academic and non-academic progress and achievement are continually monitored with programs and interventions refined and

adjusted as required. In 2020, Rossmoyne achieved better than 'like' public schools in Western Australia on State achievement measures such as the Western Australian Certificate of Education (WACE); the examinations that provide students with an Australian Tertiary Admission Rank (ATAR) for university entry are a component of the WACE. Due to disruption caused to education across Australia from the COVID-19 pandemic, the National Assessment Program – Literacy and Numeracy for Years 7 and 9 (NAPLAN) was not run in 2020.

Our targets are aspirational and challenge us to maintain and improve an already high level of performance. Our targets are described in terms of improvement on a three-year moving average. This measure acknowledges the challenge of maintaining existing high standards, reflects our commitment to ongoing improvement, and takes into account the effect of any cohort differences.





Like Schools: In this context Like Schools are other Western Australian public schools serving students from statistically similar backgrounds.

RTP: Reporting to Parents
An assessment, monitoring and reporting database used by the Department of Education.

SAIS: Student Achievement Information System
A graphing application that assists teachers to analyse student achievement.

SEQTA: A learning management system that brings teachers, administrators, parents and students together in an interactive platform.

NAPLAN National Assessment Program – Literacy and Numeracy 2020

Education ministers across Australia made the decision to cancel NAPLAN in 2020 (usually undertaken in Years 7 and 9 in secondary schools) due to the ongoing COVID-19 pandemic.

The Online Literacy and Numeracy Assessment (OLNA) is usually undertaken by students in Years 10, 11 and 12 who have not met the minimum standards of literacy and numeracy standard through Year 9 NAPLAN.

In 2020, as students in Year 9 were not able to pre-qualify for OLNA through NAPLAN, the Western Australian government made the decision for all Year 9 students to sit the OLNA to demonstrate the literacy and numeracy standard in order to meet the requirements for the Western Australian Certificate of Education (WACE).

Note: Year 9 students who achieved a Band 8 or higher in Writing in Year 7 NAPLAN pre-qualified for the Writing component of OLNA and were not required to undertake any further testing.

Commendably, of the 100 Year 9 students who sat the OLNA in 2020, over 90% achieved the necessary Band 3 to meet literacy and numeracy standards. The 10 students who did not meet the standard will be engaged in targeted support and resit the OLNA in 2021.

Year 9 OLNA 2020 - 384 students total

Year 9 OLNA September 2020	Numeracy	Reading	Writing
Resit OLNA	37	19	18
Category 1	6	3	1
Category 2	31	16	17
Percentage of students achieving Band 3	90.3%	94%	92%

TARGET: Results in NAPLAN Numeracy, Reading and Writing on a three-year moving average will show a decrease in the percentage of Band 6 and Band 7 students (from Year 9 testing) needing to sit OLNA in Year 11 (i.e. they achieve Category 3 in Year 10).

OLNA: Three-year moving average achievement



The school works very hard to use specialised staff to provide intervention and support to students at the end of Year 9 and throughout Year 10 to reduce the number of students who have not met the literacy and numeracy requirements of OLNA prior to the end of Year 10.

Strategies for improvement

The school implements many intervention strategies to support our students in obtaining their OLNA by the end of Year 10. Over the past 5 years these strategies have included:

- Close analysis of the results following NAPLAN 9 and OLNA Round 1;
- Provision of individualised diagnostic reports to students/parents;
- Separation of the Literacy and Numeracy Committees;
- Appointment of a Numeracy Coordinator;
- Targeted use of a Learning Support Coordinator;
- English Focus Teacher given 0.2 FTE to work with students one-on-one and in small groups;
- Individualised target intervention for each student;
- Break 1 and 2 tutoring offered;
- After school tuition;
- Strategic Training and Educational PPS Program;
- Use of a range of online strategies, most recently the OLNAWA online assistance; and
- Support by classroom English teachers.

WACE/ ATAR PERFORMANCE 2020


74.46%
STUDENTS DOING ATAR

HIGHEST PERCENTAGE IN NON-SELECTIVE PUBLIC SCHOOLS


99.85
TOP ATAR

ACHIEVED BY TWO STUDENTS


2nd
NON SELECTIVE PUBLIC SCHOOL
BY MEDIAN ATAR


96%
ACHIEVED WACE

OF 369 ELIGIBLE YEAR 12S


88.40
MEDIAN ATAR

0.42 ABOVE DEPARTMENT OF EDUCATION EXPECTED PERFORMANCE FOR LIKE SCHOOLS


3
GENERAL EXHIBITIONS


8
SUBJECT CERTIFICATES OF EXCELLENCE

(18 STUDENTS)
ACHIEVED 99 + ATAR

7%
OF COHORT

(127 STUDENTS)
ACHIEVED 90 + ATAR
46%
OF COHORT

WACE/ VET PERFORMANCE 2020


2
84 ATAR EQUIVALENTS ACHIEVED THROUGH DIPLOMAS


46
70 ATAR EQUIVALENTS ACHIEVED THROUGH CERTIFICATE IVs


15
70 ATAR EQUIVALENTS ACHIEVED THROUGH UNI FASTTRACK PROGRAMS


181
QUALIFICATIONS ACHIEVED


21
STUDENTS ACHIEVED 3 OR MORE VET QUALIFICATIONS


1
VET EXHIBITION


192
STUDENTS ENROLLED IN VET


16
APPRENTICESHIPS ACHIEVED


3
VET CERTIFICATES OF EXCELLENCE


28
ENDORSED PROGRAM UNIT EQUIVALENTS ACHIEVED



WACE Performance in 2020

'Top School' Rating Courses

The accompanying table, lists ATAR courses in which Rossmoyne Senior High School had among the highest performing students of all schools delivering the WACE Curriculum in Western Australia. The list is compiled from the percentage of students who achieved combined scores in the top 15 per cent of all students in that course. This list is evidence of the breadth and strength of achievement at Rossmoyne Senior High School.

ATAR Courses in which Rossmoyne was included in the highest performing 15% of students in WA

Accounting and Finance
Career and Enterprise
Economics
English as an Additional Language or Dialect
French: Second Language
Human Biology
Japanese: Second Language
Literature
Music
Politics and Law
Psychology



We are very proud of the excellent achievements of the Class of 2020.



Congratulations to the following students who achieved exceptional results in WACE courses:

Raw Practical Exam mark of 100%

- Mariam Al-Shemery
English as an Additional Language/Dialect
- Vedant Shah
French Second Language
- Edwina Wahba
French Second Language
- Sheida Rohani
French Second Language
- Sulani Gamagedera
Japanese Second Language
- Jonah Tan
Japanese Second Language



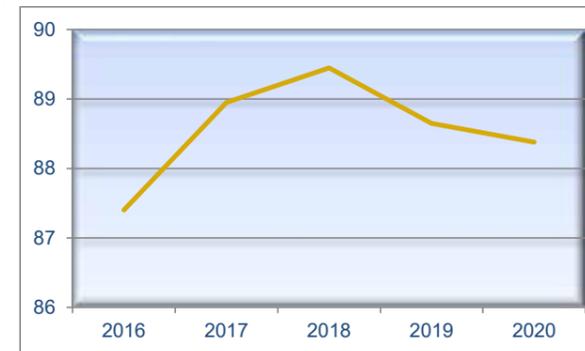
ATAR: Australian Tertiary Admission Rank
SEQTA: A learning management system that brings teachers, administrators, parents and students together in an interactive platform.

STEM: Science, technology, engineering, and mathematics
WACE: Western Australian Certificate of Education
 Like Schools in this context are other Western Australian public schools serving students from statistically similar backgrounds.

WACE Performance in 2020

In 2020 there were 369 students who completed Year 12. Of these, 72% studied four or more WACE ATAR examination courses. The cohort achieved a median ATAR of 88.38. Based on the measure of median ATAR, Rossmoyne remained the third ranked public school and the second ranked non-selective public school.

TARGET: Median ATAR - goal 90 or higher



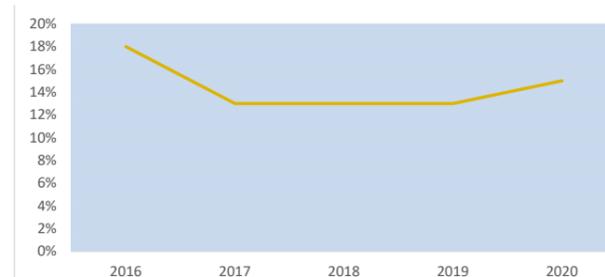
Strategies for improvement:

- Data analysis will be a whole school focus;
- targeted intervention will see staff working with individual and groups of students and addressing the needs of students to focus on improving in specific courses and across the program; and
- intervention from Term 1. to increase the impact of interventions on students' results

The TARGET is to aspire annually to:

- **decrease the percentage of students with an ATAR below 70**

Progress made towards target:



Percentage of students with ATAR below 70

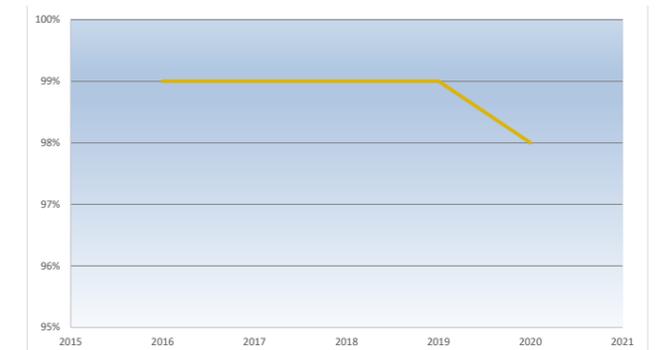
An ATAR of 70 is the minimum requirement for direct entry to a Western Australian University. In 2020 the number of students who achieved an ATAR of below 70 increased slightly to 14%.

Strategies for improvement:

- Increase the awareness and selection of alternative options for those students who are not suited to a traditional ATAR pathway for entry to university. These include Curtin UniReady and Murdoch Flexitrack. Successful completion of these courses provides direct entry into university in selected courses.

The TARGET is to aspire annually to:

- **achieve 99% or higher attainment (Certificate II completion and/or ATAR above 55);**
- **have 99% or higher WACE achievement; and**
- **increase the percentage of students studying an appropriate pathway, based on pathway data.**



Progress made towards target: WACE Attainment

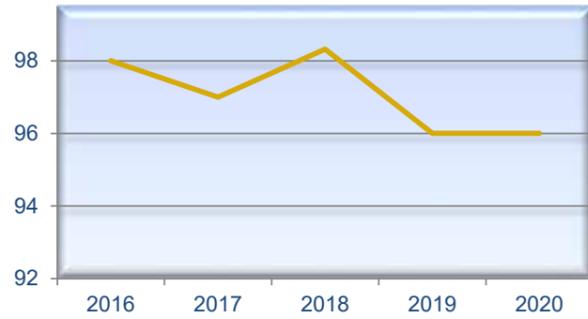
While we did not maintain our target, WACE attainment is equal to Like Schools and 4% above 'public schools'.

Strategies for improvement:

- We have continued to target literacy and numeracy interventions for individuals to achieve their OLNA.
- We have also improved the education of students, their parents and guardians on the viable options for university entry and encouraged students to pursue the best study pathway for them, including VET and non ATAR entry pathways as appropriate.

WACE Performance in 2020

WACE Achievement



The WACE achievement rate in 2020 remains stable with a 96% WACE achievement. This was the same achievement as Like Schools. The main cause of students not achieving WACE continued to be not meeting the OLN requirements. There was also a small number of students who did not meet the 'C grade' achievement requirement of WACE. Despite intervention these students maintained their existing pathway.

Strategies for improvement:

- Re-counselling of students based on their Year 11 results at the conclusion of 2020 has seen a positive uptake of alternative pathways and/or courses for Year 12;
- The monitoring and recommendation of Endorsed Programs, or other education experiences for students at risk of not achieving their WACE;
- Personalised plans are negotiated with the student and their parents and guardians;
- A change in some of the targeted literacy and numeracy interventions for individuals to achieve their OLN; and
- Improved WACE tracking methods using the new ACE periods, the House Leaders and the Program Coordinator and Associate Principal Senior Years.

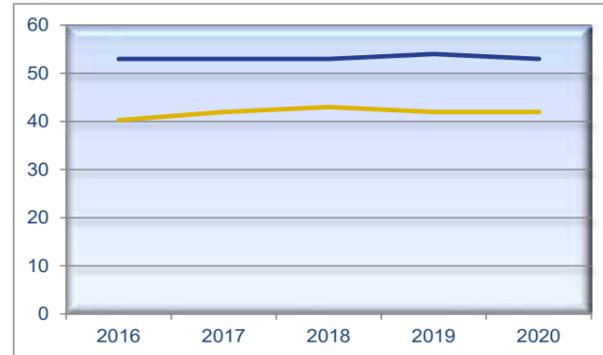
TARGET: ATAR performance will show on a three year moving average:

- percentage of students in the top third of ATAR students will be greater than Like Schools; and
- percentage of students in the bottom third will be lower than Like Schools.

Sample of Scholarship Winners:

- University of Melbourne National Scholarship - Alina Rizvi
- Curtin Excellence Scholarship for High Achievement - Jamie Chin

Progress made towards target: ATAR Performance, Top 3rd compared to Like Schools.



Progress made towards target: ATAR Performance, Bottom 3rd compared to Like Schools.



Results in ATAR triles saw a 2% decrease in our students achieving in the top third, and a 5% increase of our students achieving in the bottom third in 2020. We continue to significantly outperform Like Schools in this measure.

Strategies for improvement:

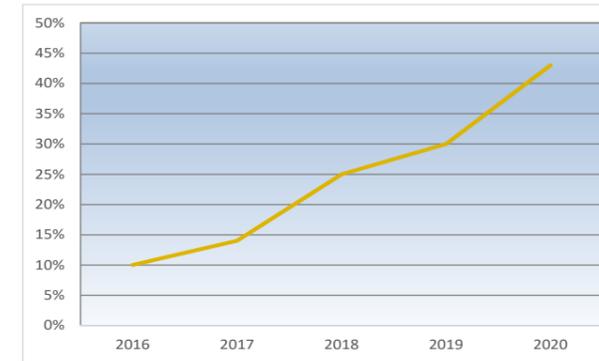
- Identification of the students in each ranking cut point; and
- Differentiated revision and exam preparation workshops designed to positively shift students into higher triles.

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

- completing Certificate courses; and
- completing a Certificate III or higher.

WACE Performance in 2020

Progress made towards target: VET Performance - completing Certificate courses



Progress made towards target: VET Performance - completion of Certificate III or higher



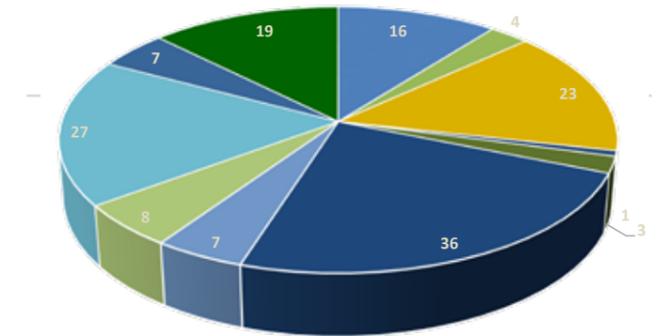
There were 271 full qualifications achieved by the Class of 2020. These included the achievement of Certificate II through to Certificate IV qualifications. There were a total of 21 students who completed three or more Certificate courses.

The VET pathway is becoming better recognised within the school community as a valid and competitive alternative for entry into tertiary education.

Strategies for improvement:

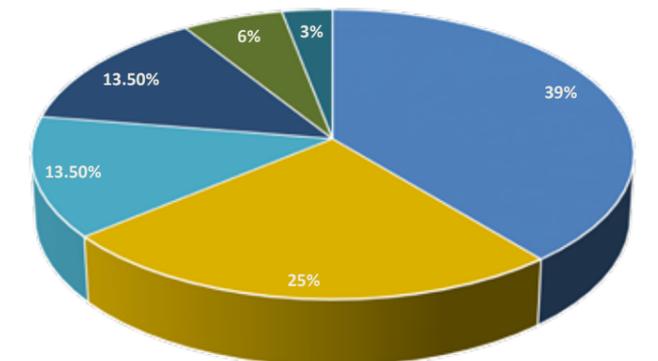
- Students and parents are better informed to assist in course and pathway selections based on the individual circumstances of the student. Education of the school community on valid pathway options is a priority.
- The opportunity to complete a 12-month Certificate II course continues to provide the opportunity for students, who change from an ATAR pathway at the end of Year 11, to achieve WACE.

2020 Destinations: ATAR Students in 2020 2021 Offers by Field of Education



- Natural & Physical Sciences
- Information Technology
- Engineering & Related Technologies
- Agriculture Environmental and Related Studies
- Architecture
- Health
- Education
- Management & Commerce
- Society & Culture
- Creative Arts
- Mixed field
- Double degrees

2020 Destinations: VET Students in 2020



- University
- Apprenticeship/Traineeship
- TAFE
- Employment
- Enabling Course
- Armed Forces

High Quality Teaching

The Future Readiness Framework, developed in 2018, is continually refined to respond to the current and future orientated needs of our students. It articulates the qualities and attributes of high quality teaching to which all of our teachers are supported to aspire. High quality teachers contribute significantly to student learning at Rossmoyne Senior High School.

The Future Readiness Framework guides our performance and development culture and shapes our professional learning community. It provides cohesion between teacher development initiatives such as peer classroom observation and reflective questionnaires, performance development and professional learning. The strength of our professional learning community, particularly the capacity to leverage high-quality teaching and learning expertise from within the school to deliver a suite of peer to peer professional-learning, was extremely evident during the rapidly changing environment caused by COVID-19.

While teachers and leaders continued to engage in professional learning to foster professional growth and development, in 2020 much of this was conducted online or at school (due to COVID-19 physical-distancing

restrictions). Learning opportunities have included: WACE marking and seminars, graduate modules, Classroom Management Strategies, SEQTA Teach, and classroom observation and feedback. There was a significant financial investment in professional learning for all staff, providing enriched learning opportunities and time to reflect on current practice. All professional learning aligns to the School Plan and Learning Area Operational Plans and to the individual needs of teachers, to support them best to meet the needs of students.

Following on from the successful Leadership Development program initiated in 2018, members of our leadership team have undertaken significant training in leading school improvement and building the capacity of their teams. In 2020, a group of aspirant leaders, including teaching and non-teaching staff, engaged in Learning Outside the Classroom – a professional learning program co-designed with Growth Coaching International, for the Rossmoyne Senior High School context.

Other opportunities for staff to enrich learning have been through the participation in the Classroom Climate Questionnaire (CCQ) and the Questionnaire on Teacher Interaction (QTI). In 2020, 49 staff members participated in these questionnaires. As part of our ongoing strategy, all teachers new to Rossmoyne in 2020 completed the CCQ in their classrooms, providing them with valuable feedback from their students.

The Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE) are instructional programs endorsed by the Department and form part of the school's plan to continue to focus on our Quality Teaching agenda. The programs are led by the CMS team in the school. In 2020, all staff have had the opportunity to participate in professional learning opportunities related to building connected, inclusive, safe and accountable classrooms. Building a sense of 'belonging' in classrooms, checking for students' understanding of content and allowing teachers to become 'consciously skilled' will continue to be the focus of the work of the CMS team.

In 2020, four classroom teachers attained Level 3 Classroom Teacher status (the highest level of Department of Education classroom teacher), bringing our 2020 total to 24. In addition, there are 46 Senior Teachers on staff, creating an exceptional team of highly capable, expert teachers.

The Future Readiness Framework



Excellence in teaching, learning and leadership snapshot

Our co and extra-curricular programs offer a wide range of opportunities for students across all learning areas. This includes partnerships with overseas sister schools, links with other schools and universities and participation in state, national and international competitions.

COVID Disruptions

Due to COVID-19, many of our activities were unable to proceed. Below is a snapshot of some activities and programs that were able to run, despite disruption at a local and global level.

Partnerships and University links

PASCH: Partner Schools for the future

The Goethe Institute and Rossmoyne Senior High School have continued their partnership by providing many opportunities for our students.

In February 2020, Rossmoyne Senior High School welcomed the Ambassador of Germany in Australia, Dr Thomas Fitschen, who visited the school as part of his first visit to WA and met with our students in a Q and A session. Representatives from UWA German Department and the Honorary Consul of Germany in Perth Dr. Gabriele Maluga attended. This demonstrated the high value Germany puts on this network of schools. Students had the opportunity to ask questions and engage with the Ambassador.

In October 2020 a virtual project was conducted with other PASCH schools worldwide on the topic of Music, organised by the Goethe Institute for Year 9 students.

All German teachers participated in an online Professional Development session, also organised by the Goethe Institute in lieu of visits to our school being cancelled due to COVID restrictions

To date, the PASCH agreement is only two years old, so any statistical data is still growing, but the enrolment numbers for German in 2020 (a total of 190 students) are promising. Similar numbers are enrolled for 2021 - a small improvement from 177 in 2018.

The program is also maintaining and improving on achievements in student Fit Exams results, with 100% of students consistently passing the A1 level, and 48% of students passing A2 level in 2020.





Excellence in teaching, learning and leadership snapshot

Teaching German Language through online and remote delivery - Lead Language Schools

Delivery of our German Language program to regional primary schools was still running in 2020 as part of the Lead Language School Initiative. In 2020, Rossmoyne staff taught Years 3, 4, 5 and the year 4/5/6 AEP (extension) classes at South Newman and Newman primary schools using a variety of techniques and technologies. The Rossmoyne Senior High School team planned to visit twice in 2020, but due to COVID this was replaced by one longer visit in September. These visits help staff to assess students, provide support and professional learning to staff and engage with the school community. The 2020 German Day was held at South Newman PS and this time the reputation of the program brought more parent volunteers. Parents enthusiastically reported how their children enjoy learning German and they expressed their gratitude for a stable language program at the school in contrast to their previous language program experiences.

Australian Indigenous Mentoring Experience (AIME)

Rossmoyne Senior High School hosts a weekly homework class as part of the partnership with AIME. Students are encouraged to attend so that they can work with their peers and be provided further support and opportunities for learning. School staff and AIME mentors attend weekly.

RYPEN Camp

In 2020, Media student leaders were appointed as part of the 2020 Arts Event team. Three Arts Leaders were nominated by their teacher and successfully sponsored by ROTARY for the RYPEN leadership camp. The community partnership will continue to build to endorse RYPEN sponsorship as an annual intake to foster team building, self-esteem and autonomous skills in our Arts leaders.

Specialist Volleyball Alumni Connections

This year saw the development of a new pathway of support and connection for our gifted students using our vast alumni network from across the globe. We are starting to set up networking and support for our gifted students to explore the options of the Australian Volleyball Academy and college opportunities in the USA and Canada, to further continue not only our students' volleyball careers but also their education. To have former students based where all of these programs are run, allows us to give our students an unbiased and

well-informed voice to answer questions and give honest opinions to help them plan the next phase of their journey. This process has started with Facetime calls between alumni and current students to answer questions and seek advice and is something that we look forward to growing in the future.

Leadership Day at UWA

Student Councillors visited the University of Western Australia to focus on developing event planning and management strategies, as well as building their understanding of leadership styles.

Curtin University Ergonomics App

Some Year 7 students were involved in the planning phase of the development of an ergonomic website by Curtin University. The classes were part of the design process and provided feedback to the design and features of the website. In Term 4 these students were one of the first to see the working prototype. It was also during this testing phase that these students were able to provide critical feedback to the developers in terms of the design, style, the development of characters, as well as the feature and ease of use of the website.

Academy for Enterprising Girls

Thirty-two bright and enthusiastic Year 7, 8, 9 and 10 girls participated in the Academy for Enterprising Girls over a two day period in Term 4. This was an intense program that immersed the girls in the design thinking process, getting them to identify a problem in their community and work through the steps to identifying and promoting a solution.

The girls worked in teams of five and by the end of the first day they had defined their problem, brainstormed solutions and created a company name and logo. The second day focused on developing the prototype solution and pitching it to real-life judges.



Excellence in teaching, learning and leadership snapshot

Competitions

UN Youth Evatt competition

UN Youth's EVATT competition is dedicated to developing globally aware and critically analytical students who can demonstrate empathy in highly challenging situations. In pairs, delegates were assigned a country and one resolution a week prior to the competition. They then developed their stance on the prepared resolution from the perspective of their assigned country. On the day of their round, students debate, amend and finally vote on both the prepared resolution and one impromptu resolution. At Rossmoyne the competition is open to any student from Year 9–12. As students negotiate the round, they learn to constructively project-manage their research, identify team strengths and weaknesses, employ critical thinking, communication and negotiation skills to achieve buy-in from other teams, articulate their goals clearly and use empathy and perspective to account for the goals and plays of other teams/countries. In its inaugural year at Rossmoyne the Evatt competition attracted 38 student competitors. This was a remarkable voluntary turnout for a competition in its infancy. Rossmoyne had two teams of students compete in the semi-finals, and one team to the Grand Final for WA. This was a great feat, considering the students competed against over 500 students across WA, and educational sectors. One of the competing students commented that it was the "best thing I have done all year," Sean Kong.

CO2 Dragster Competition

Year 9 Archie Taylor was the overall winner of the annual CO2 Dragsters WA Competition in October 2020. Archie secured the third overall win in a row for our school. Rossmoyne students also placed in the Outlaw Division, the Racing A Division and the Racing B Division. Students worked hard to research, design and craft their CO2 Dragsters.



National History Challenge

The National History Challenge is a research-based competition for students, providing students a chance to be an historian, researching world history, examining Australia's past, investigating their community or exploring their own roots. It emphasises and rewards quality research, the use of community resources and effective presentation. In November eight Rossmoyne Senior High School students were recognised for their outstanding performance at the State Ceremony for the National History Challenge.

As a collective, the Rossmoyne group won nine of the awards on offer across both year group and special categories. In order to achieve this our students outshone thousands of students from around WA and Australia.

Whilst Rossmoyne has a history of high achievement at NHC, 2020 was particularly special as Jemima Pinto-Menzes took out the WA Young Historian for 2020. As a Year 7 it was a phenomenal accolade to be awarded over all other entrants, including those in Years 11 and Year 12.

Japanese Tourism Competition

Rossmoyne students Keandria Ong and Mary Lobrigo won the 2020 Japan Tourism Competition. Year 10 to 12 Japanese students participated in the Joint Travel Plan Contest with our Japanese sister school.

They spent about four months planning and discussing through Skype with Japanese and Taiwanese students. They created a travel plan including the itinerary, targeted audience and cost; and gave a PowerPoint Presentation.

Keandria and Mary have received an iPad each as a prize in lieu of a tour to Japan due to travel restrictions.



Excellence in teaching, learning and leadership snapshot

National Geography competition

Year 9 Evan Hee – won overall top student for the Geography Competition. Albeit delayed, the National Geography Competition ran in 2020 and again saw outstanding success at Rossmoyne. Students register on a voluntary basis to complete a multiple-choice test in class. The test caters to each student's year group knowledge to ensure the competition is fair. After competing, every student receives a certificate acknowledging their efforts and achievements.

On average approximately 200-400 Year 7 to Year 10 students compete from Rossmoyne. This has been the general trend since its beginning at Rossmoyne in 2016.

YOH Fest

The annual Youth on Health Festival saw the Rossmoyne Senior High School 'Caronie Land' dance video entry named a winner of an Act Belong Commit Health Award in November.

Earlier in 2020, Year 10 Media students Justin Wilson, Daniel Chan and Tegan McCafferty used creative advertising techniques in Media Arts to succeed in placing 4th in the Act-Belong-Commit Commercial competition. Their video addressed and shared a very important wellbeing message about mental health, being active and staying connected.

2020 Interschool Athletics Carnival

The 2020 Interschool Athletics Carnival (SSWAA-Division Track & Field Carnival) took place in Term 4 and saw Rossmoyne Senior High School achieve 1684 points, the highest on record for the school. Rossmoyne finished in second place, a feat that hasn't been achieved since 2002.

Highlights of the day included our Year 7 Boys' relay team setting a new record of 49.96 seconds, beating the old record of 51.48 seconds which was set by another Rossmoyne team in 2018.

Australian Mathematical Olympiads

The Australian Mathematical Olympiads bring together some of the finest young problem solvers from around the country in an invitation-only competition. The contests are used to identify talented students who may be invited to the School of Excellence in December, which is an important step in the pathway to representing Australia at such international events as the International Mathematical Olympiad and European Girls' Mathematical Olympiad.

In 2020, five Rossmoyne students were invited to take part in this marathon, four-hour competition: Markos Atartis (Year 11), Tommy Hu (Year 11), Hagen Seah (Year 9), Evan Hee (Year 9) and Ivy Cu (Year 8). This is a great achievement by all these students and by Tommy in particular who was awarded an Honourable Mention for his work.

Australian Maths Competition

The Australian Maths Competition is the biggest event on Rossmoyne's mathematical calendar. In 2020, over 250 students took part from Year 7 to Year 11. This is an impressive representation from the school and testimony to our students' passion and talent for mathematics. We were particularly proud of the five students who were awarded prizes for their exceptional performance: Tommy Hu (Year 11), Evan Hee (Year 9), Hagen Seah (Year 9), Ivy Cu (Year 8) and Amy Khoo (Year 7).

Maths in Motion

Maths in Motion is a computer-based challenge where students use the Cars in Motion software to design and race virtual Formula 1 cars. Year 9 and Year 10 students tackled this challenge with great enthusiasm, going head-to-head in a number of inter-class competitions throughout the year. Tarun Inthunesan (Year 9) was crowned Fermat Club Champion Driver at the end of the series.



Excellence in teaching, learning and leadership snapshot

National BHP Foundation Science & Engineering Awards

Year 9 Honours Gurleen Kaur Viridi and Jiva Pannir Selvan were two of only 23 Secondary Finalists across Australia in the BHP Foundation Science and Engineering Awards.

Both Gurleen and Jiva attended the three-day Virtual Awards Experience in December, where they 'travelled' to unique STEM locations with industry professionals, and took part in workshops.

Gurleen and Jiva reflected: *"This experience gifted us with the opportunity to gain knowledge and make connections with both people and our interests... We realised that it had all stemmed from what seemed to us as just another one of the many science assignments we would complete in the year... The quote, 'From small things, big things grow' never seemed more relevant."*

Science Talent Search

The Science Talent Search is a wonderful opportunity for students from Kindergarten to Year 12 to develop their interests in Science through a competition with a range of categories to suit a wide variety of abilities and interests. The Science Talent Search also provides students with an opportunity to expand their scientific literacy, by showing interest and understanding in the world around them and engaging in discussions about Science. The Science Talent Search categories are curriculum based and link directly to Western Australian curriculum. At this year's Science Talent Search, every Rossmoyne Senior High School entry received an award. Sanyo Aji, Praneeth Nanthavarman, Reshan Gill landed first place for their entry in the Science Communication Video (Jnr) Category with their Dreams video. Vedika Chouhan, Sathmi Wijesuriya, Sarah Yap earned Certificates of Excellence and Commendation in the Science Communication Photography (Junior) Category, and Gurleen Kaur, Jiva Pannir-Selvan, Sarah Ann, Rachel Tan, Vanessa Lee, Mandi Yaghoobi, Felicia Yiek all placed within the top three for their Science Investigation (Intermediate) Category entries.

WA Junior Olympiad

The WA Junior Olympiad is an annual problem-solving competition hosted by UWA for students in Years 7 to Year 9. It comprises an individual section and a team section. In 2020, Rossmoyne entered a staggering 20 teams and were proudly represented by the following individual prize winners: Evan Hee (Year 9), Hagen Seah (Year 9), Tarun Inthunesan (Year 9) and Sean Chan (Year 7). We also had a prize-winning Year 9 team: Mahsa Huq, Krittika Meghani, Tarun Inthunesan and Xavier Kuang.

Celebrations

World Maths Day

In 2020 we celebrated World Maths Day on 15 October by constructing a giant Sierpinski's Triangle in the foyer of the Maths Building. A Sierpinski's Triangle is an equilateral (equal-sided) triangle that is divided into smaller and smaller triangles, with the pattern continuing infinitely. It is an elegant example of a fractal pattern. Students worked collaboratively to build our fractal from small triangles, eventually taking over most of the foyer. A lovely example of the beauty of mathematics!

Fermat Club Gatherings

Once a term, the Maths Honours students from Years 7 to 10 get together after school to compete, create and explore various mathematical curiosities.

Community and Presentations

HASS Community Night

The Humanities and Social Sciences (HASS) department at Rossmoyne Senior High School has a long standing tradition of showcasing the work and excellence of all our students. As a beginning to HASS week for 2020 Rossmoyne families were invited to join the school in recognising and celebrating the innovation and creativity of our students by attending the Humanities for better humans showcase. Students across years 7-10 completed pieces of work across the first and second semester, contributing to their commitment to class work and extracurricular studies. Such work includes student completion of the National History Challenge (NHC), and inaugural HASS Challenge in which students propose and enact potential solutions for real life challenges.

Most students spent over a term working on their projects that required immense dedication and attention to detail. In recognition of their efforts, part of the showcase included handing out of awards to the students whose work has demonstrated ingenuity, creativity and excellence. As the community wandered through they experienced a variety of student work, displays and interactive opportunities about everything HASS, including presentations from the 'HASS Challenge' groups, and the Ancient Rome Escape Room activity.



Excellence in teaching, learning and leadership snapshot

Guest speakers

Guest speakers are regularly invited to the school to provide opportunities for students to connect with professional experts in various fields, adding further value to classroom teaching and learning. For example:

NAIDOC

- Robyn Collard-Rioli delivered our school's Welcome to Country in Term 4 as part of NAIDOC Week celebrations.
- Indigenous mentor Katie worked with a group of indigenous students to connect with culture, art and their educational journeys. The group painted a picture symbolising their relationships to education.

English

- West Australian author Amanda Betts joined Year 8 English Extension students to help them learn about novel production and publication in Term 3. Amanda's book *Zac & Mia* was used as an in-class text.

Science

- Murdoch University's Dr Leonie Hughes, Dr Keal Byrne and Ms Caitlin Sweeney joined Year 9 extension classes during October to judge the classes' final Soil Science research posters.
- Fred Jourdan from Curtin University's Geology Department spoke to Year 8s about the extinction of the dinosaurs and rock sampling techniques.

Languages

- Honorary Consul of the Federal Republic of Germany for WA Dr Gabriele Maluga visited German Language students in November.

Music

- WAAPA's Head of Piano Studies Anna Sleptsova joined Specialist Music students for a Piano Masterclass in August.

Drama

- Drama students got a taste of show business as Ross Vegas performed his circus inspired classes for the Year 7s, Year 8s and Year 9s in December.

Rosstainability

- Students in our Rosstainability program were involved in sustainability initiatives right across the school. In September they were fortunate to meet the Western Australian Minister for Energy Mr Bill Johnston MLA when he dropped by to announce Rossmoyne's involvement in the State Government's Virtual Power Plant pilot project.

HASS

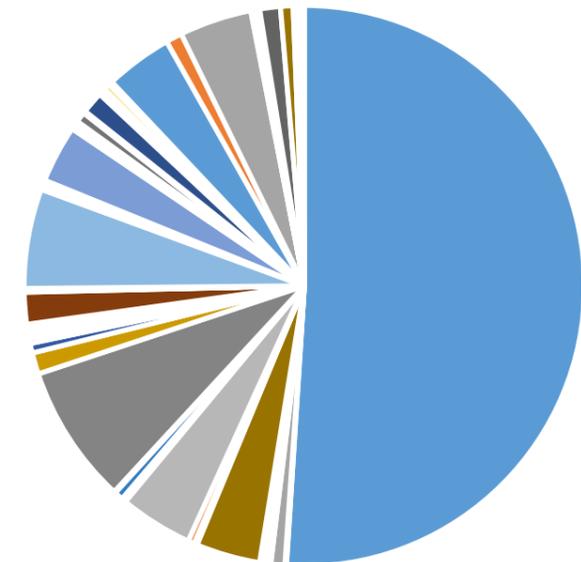
- President of the Legislative Council Honourable Kate Doust MLC, and the (then) 2021 Labor Candidate for Riverton Dr. Jagadish Krishnan visited the school to sit on the judging panel for the inaugural 'GO M.A.D' program. The judges saw eight finalist groups present their work in the 'GO Make A Difference' challenge - in which students were asked to engage in active citizenship.
- Member for Tangney Ben Morton joined students in November to speak about his role in government and answered a range of questions including some about domestic violence, climate change and the voting age being lowered.
- City of Canning councillor Amanda Spencer-Teo, and former federal advisor to Mathias Cormann (2021 Liberal Candidate for Riverton) Anthony Spagnolo joined students in Term 4 as they learnt about Australian Politics. Students asked questions, spoke about issues, and discussed the changes they wanted to see in governance.



PRIORITY: LEARNING FOR LIFE

At Rossmoyne Senior High School we foster a community of engaged learners and critical thinkers who are future-ready, connected to their community, passionate in their endeavours, confident in their decisions, and who are creative, generous and optimistic in their outlook. We are a large multicultural school. In Semester 2, 2020, 2350 students were enrolled at the school. They represented 69 countries of birth, shown in the chart below.

2020 Countries of Birth Chart

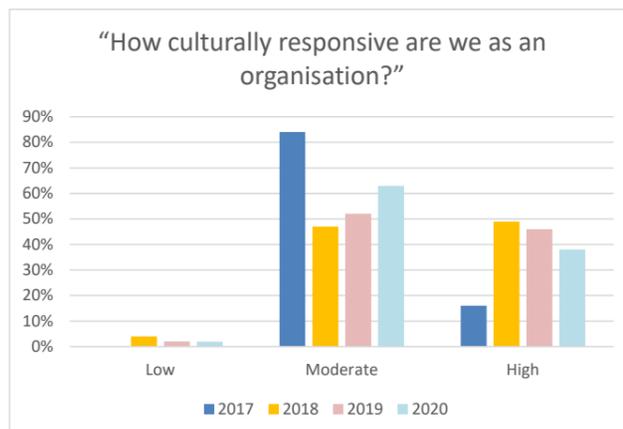
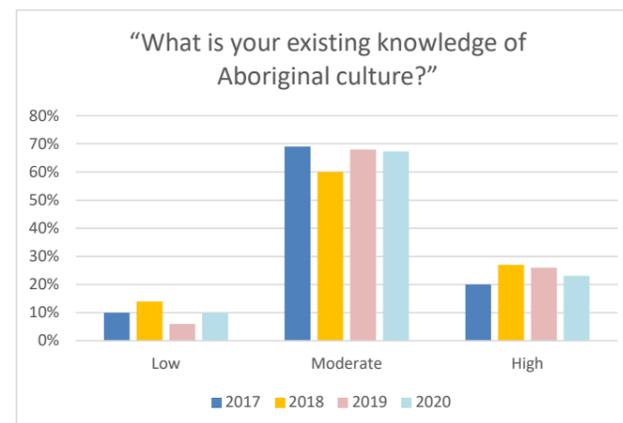
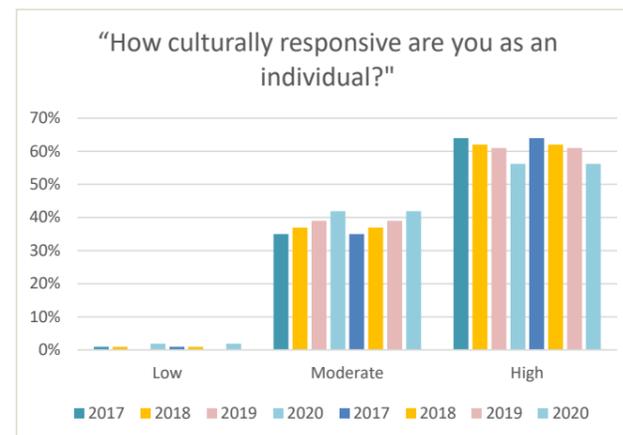


- Australia
- Bahrain
- Bangladesh
- Botswana
- Brazil
- Brunei Darussalam
- Cambodia
- Canada
- Chile
- China (excludes SARS and Taiwan)
- Costa Rica
- Czechia
- Dominica
- Egypt
- England
- France
- Georgia
- Ghana
- Hong Kong (SAR of China)
- Hungary
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Israel
- Jamaica
- Japan
- Jersey
- Jordan
- Kenya
- Korea, Republic of (South)
- Kuwait
- Kyrgyzstan
- Libya
- Lithuania
- Malaysia
- Mauritius
- Myanmar
- Nepal
- New Zealand
- Nigeria
- Northern Ireland
- Oman
- Pakistan
- Papua New Guinea
- Philippines
- Poland
- Qatar
- Russian Federation
- Saudi Arabia
- Saudi Arabia
- Scotland
- Serbia
- Singapore
- South Africa
- Sri Lanka
- Syria
- Taiwan
- Thailand
- Uganda
- Ukraine
- United Arab Emirates
- United States of America
- Uzbekistan
- Venezuela
- Vietnam
- Wales
- Zimbabwe

Cultural Awareness

In 2020 staff and students participated in a range of activities to celebrate and acknowledge the varied cultures represented at Rossmoyne Senior High School – Harmony week celebrates the cultural diversity at Rossmoyne and the week of NAIDOC celebrations acknowledges and celebrates Australia's First Nations People.

Teachers are surveyed annually to monitor their cultural responsiveness and identify relevant professional learning requirements.



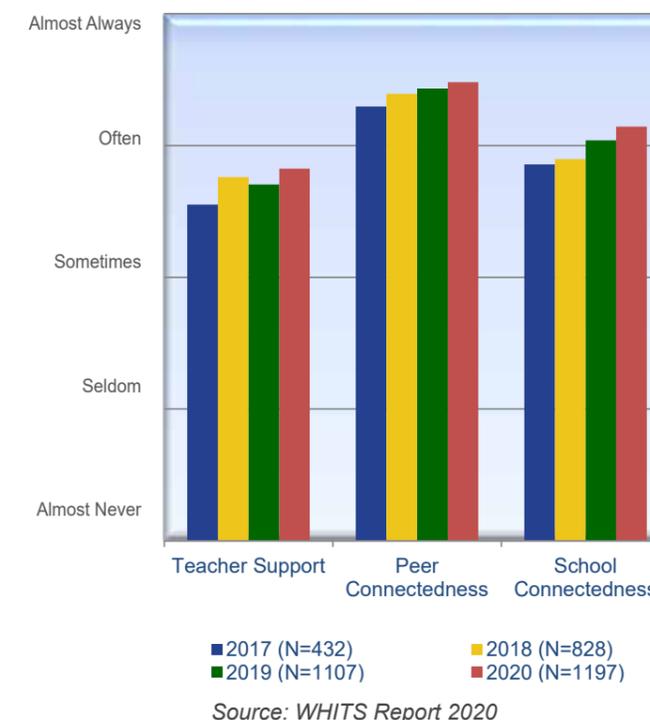
Learning for Life

Student Wellbeing

TARGET: Annually, students will report greater levels of wellbeing than normative samples, positive trends relating to school climate, a love of learning, connectedness, access to leadership opportunities, decision-making, community service and cultural awareness.

Longitudinal student wellbeing data is collected using two measurement tools; the WHITS (What's Happening in This School) survey and the Flourishing at School survey. Both tools collect data for comparison and to inform the school on the impact of programs and initiatives that have been introduced. School climate is acknowledged as a determinant of the psycho-social wellbeing of young people. Along with Flourishing at School, a number of important factors need to be met, to ensure a person flourishes; social connections, relationships, trusted mentors and peers on a person 'flourishing'. In 2020, it was more important than ever for the school to ensure that our students felt connected and supported.

Despite the challenges of 2020, a year-on-year analysis of the WHITS Survey data indicated that students felt more connected to their peers and to the school, an ongoing improvement from 'sometimes' in 2017 and 2018 to 'often' in 2019 and 2020.



What happens in your class that makes you really enjoy learning?

*"We are always involved - we don't just write down from a book or just follow whatever the teacher is saying."
Jana, Year 7 2020*

*"I like it when teachers interact with us. When they take their time to plan out fun lessons - it makes the whole class interact with each other."
Erica, Year 10 2020*

*"I really like that our lessons are engaging and interactive so I can understand the concepts better."
Mahsa, Year 9 2020*

*"We often have group discussions or group activities which really allow me to understand and enjoy what we are learning."
Dylan, Year 9 2020*

*"I really enjoy learning though the practical section such as experiments in science classes. Also when I am included in a class discussion about a topic."
Ronan, Year 11 2020*

*"We always do group activities and we are able to sit with our friends, so it's easier to learn."
Abdo, Year 7 2020*



Learning for Life

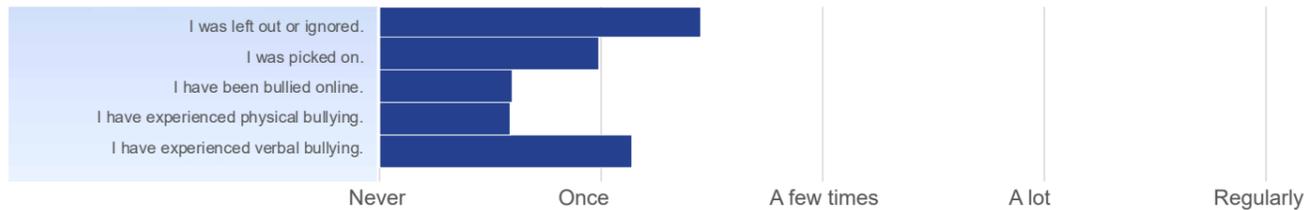
The school uses the SEQTA Learning Management System which facilitates better tracking of the performance and wellbeing of our students. This enables staff to communicate positive information and concerns about our students' academic performance, behaviour and wellbeing. As well as recording valuable information about our students, SEQTA records the points that are earned by students for positive behaviour, community service and involvement in competitions. A total of 95,342 house points were awarded to students in 2020 with MacNeill winning Champion House, inching just past Barra to take the win in the last week of school.

Barra	MacNeill	Stewart	Ross
25,041 points	25,093 points	22,039 points	23,169 points

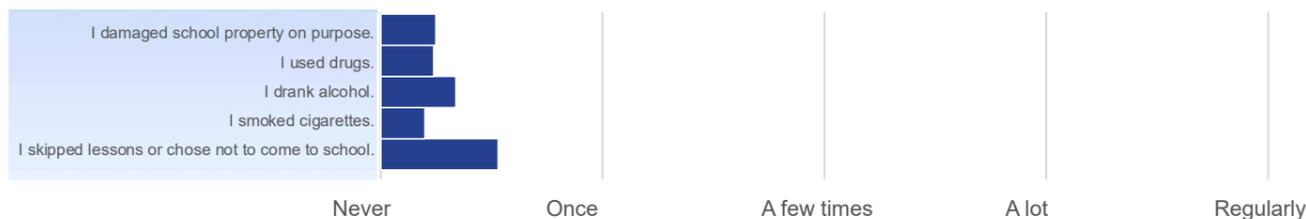
Staff model and reinforce high expectations of behaviour, following school processes to ensure consistency of response. The school's iCARE values form the basis of the school's Behaviour Management Policy. Given that research evidence supports the importance of rules to create a safe school environment, this construct was considered pivotal in ensuring a positive school climate. Outcomes include high levels of attendance, motivation to learn and positive behaviour. Graph 1 and 2 below, taken from the WHITS survey report low levels of negative behaviour.

Individual Item average response for each item

Bullying



Behaviours



Source: WHITS Report 2020

Wellbeing Programs

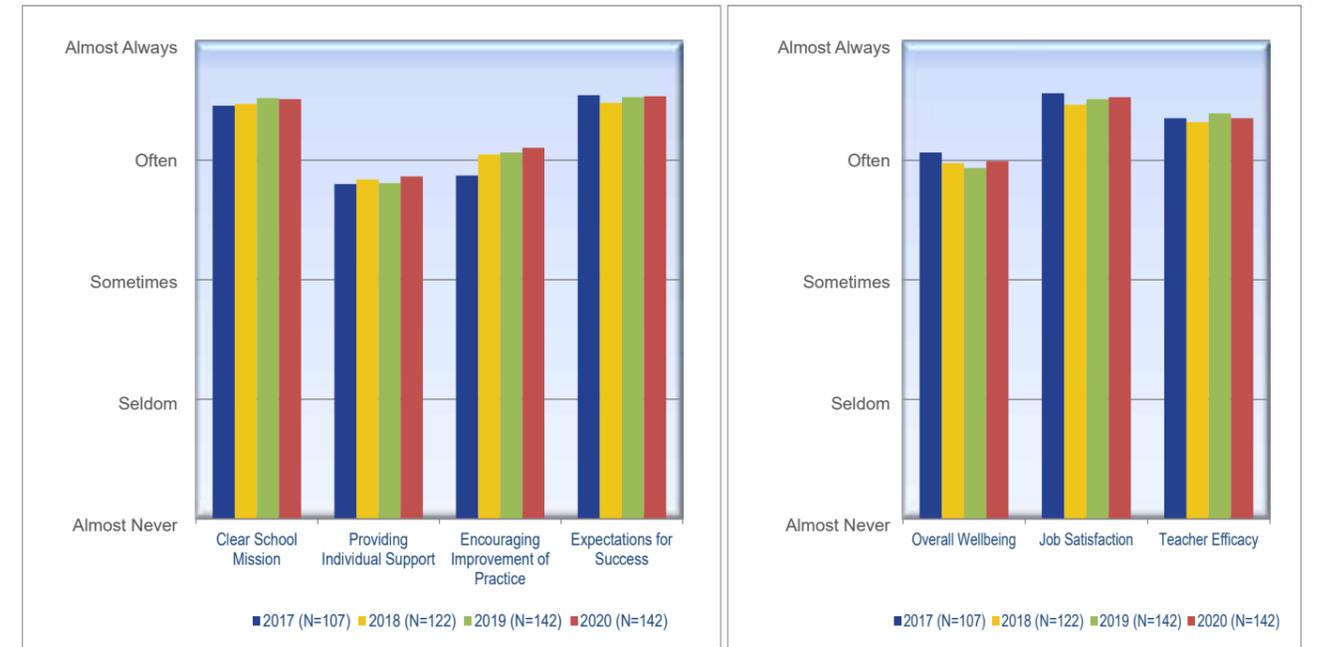
The school benefits from outstanding financial support by the Parents and Citizens Association by funding programs that support health and wellbeing initiatives and protective behaviour programs. P&C contributions support the school to increase the number of available days for a School Chaplain from YouthCare and a Student Support Officer. The Chaplain plays a significant role in health and wellbeing and is an integral part of Student Central's operational plans, regularly offering one on one support with programs like Drumbeat and getting involved in student and class activities. Our Student Support Officer has developed active hands-on engagement programs such as a 'Inspire' a school based program aimed at meaningfully re-engaging students in middle school. They are also integral to the development and expansion of the school's Duke of Edinburgh Award program, which in 2020 was ranked fourth in the state for participation. In 2020, COVID restrictions meant we had to be creative with the delivery of pastoral care messages and advice, utilising SEQTA to provide key information and support when external presenters were unable to attend the school site.



Learning for Life

TARGET: Staff will report strengths and trends in the school's climate.

The School Organisational Climate Survey (SOCS), conducted through Curtin University, provides staff the opportunity to comment on both the organisational climate of the school and their wellbeing and job satisfaction. A measure of often or higher is considered desirable. The focus across 2019 and 2020 has been to increase the level of 'individual support' and encouragement of 'improvement of practice'. We are mindful of the increasing pressures faced by educators and, based on staff feedback, as a start the 'collegiate group' strategy was implemented in 2020, aiming to provide a significant opportunity for connection and the building of a positive staff network.



Source: SOCS Report 2020

Source: SOCS Report 2020



Learning for Life Snapshot

Students are encouraged to connect with their community, participate in leadership development opportunities, and contribute to the school.

House System

In 2020, the four Houses each nominated a charity they would dedicate fund raising to throughout the year.

House Barra chose to sponsor a child, Kimutai, through the charity Compassion. As a House they raised money through a bake sale, and a Show Your Colours dress up day.

House MacNeill chose to support the Cancer Council WA and raised money by holding Dafodil Day and MacJeans Day fund raisers.

House Ross raised money for Foodbank WA and held a number of food drives including an Advent Calendar food collection.

House Stewart supported the Conservation Council of Western Australia through brownie and smoothie sales.

At the end of 2020, the total money raised was donated in a split between the four houses' nominated charities. Numerous food donations to Foodbank WA were also made throughout the year.

Act-Belong-Commit

Rossmoyne Senior High School continues to utilise the Mentally Healthy Schools program to promote the Act- Belong-Commit ethos throughout our whole school community.

We chose to partner with Act-Belong-Commit as their messages strongly align to the school's iCARE values, especially the values of Integrity, Connection and Respect. At Rossmoyne we believe that student and staff mental health and wellbeing is a priority, and that to work to the best of our ability, reduce stress and help with academic outcomes we need to keep mentally healthy.



iCARE Student Led Assemblies

Due to COVID, many student led assemblies were unable to be held in 2020 however a student led assembly was held on the final day of school.

Year 12 iCARE Day

The Year 12 students continued the tradition of celebrating their last day of school. The 2020 dress up theme was 'Pop Culture'. The cohort enjoyed their day of fun and games while showing respect for one another and the school.

iCARE Charity Challenge

Rossmoyne Senior High School ran 'Bags of Hope' in 2020. A huge charity effort that saw the school community donate nearly 250 bags of school and personal supplies to the Salvation Army in support of people experiencing homelessness.

iCARE Week

During iCARE Week students celebrated the School's values with a week of fun activities and a carnival atmosphere including:

Day 1 - integrity: House colours, student talents, and clubs were all on show for Carnival Day.

Day 2 - Connection: Celebrations continued with the Teacher Dunk Tank during break - students and teachers shared a laugh and some fun in the sun!

Day 3 - High Aspirations: Students aimed as they tackled the iCARE Week team obstacle course. Skills in teamwork, agility, speed and problem solving were put to the test.

Day 4 - Respect: Students enjoyed Festival Thursday at break - with tug of war, face painting, and a huge Bags of Hope Charity effort.

Day 5 - Excellence: An explosion of colour was an excellent way to finish the week for staff and students as they participated in a Colour Run. House colours coated participants as they raced around the school grounds.



Learning for Life Snapshot

Endorsed Programs including Workplace Learning and Community Service

Despite the disruptions due to COVID in 2020 we still had 209 Year 12 students complete an Endorsed Program. Involvement in Endorsed Programs has numerous benefits including:

- developing a range of employability skills that will help to make students more future ready;
- extending student networks and assisting with career aspirations. Students gained jobs and apprenticeships as a result of their involvement in Workplace learning;
- developing experiences and skills which may assist aspiring medical students when promoting themselves at the UCAT or university interviews;
- assisting students when applying for scholarships; and
- assisting students at risk of not achieving WACE by gaining extra points towards WACE attainment.

Below are some of the more popular Endorsed Programs students participated in:

- Bushrangers = 18 students
- Community Service = 24 students
- Employment Advantage = 9 students
- Instrumental Music Services = 10 students
- Off Campus Enrichment = 16 students
- Rotary Interact Club = 13 students
- The Duke of Edinburgh = 9 students
- University Bridging Courses; Curtin University Ready (5) and Murdoch Flexitrack (12)
- Workplace Learning (ADWPL) = 64 students



International Women's Day

In March Rossmoyne hosted our first International Women's Day breakfast which included a panel discussion featuring several inspiring Rossmoyne Senior High School alumni who are all helping to create a more equal society.

Rossmoyne alumni panellists include Kate Offer (Class of 1985), Paige Bavich (Class of 2008) and Belinda Tey (Class of 2009). They provided students and staff with an amazing insight to what gender equality means to them.

Students were nominated to attend the inaugural breakfast by their Homeroom teacher. Nominations were for those actively involved in Homeroom and House activities, passionate about social justice issues and demonstrated a commitment and understanding of our iCARE values. Invited students were then provided with an opportunity to nominate a teacher to attend.

The 2020 theme was #EachForEqual, each one of us has the power to shape a gender equal world.



Learning for Life Snapshot

Breakfast Club

The school's Student Support Officer worked with a group of students across all year groups to facilitate a Breakfast Club that is open to all students. Between 50 and 70 students meet each Friday morning for toast, cereal, fruit and juice and to connect with others. We sincerely thank the Rossmoyne Senior High School P&C for their financial contribution to this valued connection opportunity for our students.

Interact Club

The Interact Club includes members across all year groups. Activities during 2020 included The Rossmoyne Senior High School and Willetton Senior High School Interact Clubs joining forces at a community tree planting day in Term 3.

R U OK Day?

'R U OK' is an organisation that aims to 'encourage more people to ask 'R U OK'? in the school, workplace or community and inspire and empower people to meaningfully connect to those around them.

Students celebrated this mental health awareness day with a game of basketball between students and staff, wearing splashes of yellow, a sausage sizzle and an Op shop. Money raised was donated to a mental health charity.



Duke of Edinburgh Award

Seventeen students were recognised for their achievements under the Duke of Edinburgh Bronze and Silver program in 2020. The Duke of Edinburgh's International Award is a youth development program, empowering all young Australians aged 14-24 to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance. Rossmoyne Senior High School has a strong focus on developing teaching, learning and leadership. The Duke of Edinburgh's International Award is a highly regarded program for creating 'future ready citizens' by developing confidence, teamwork, communication and perseverance in our students that affords them the best possible start in after school life. Students are able to use both extracurricular school activities and club or personal pursuits in the community towards their Award.



Year 10 Caitlyn C. described the Term 4 Duke of Edinburgh's Bronze Qualifying Journey as an amazing and fun experience.

"I enjoyed seeing how far I could push myself while taking in all the beautiful landscapes we walked through. I also enjoyed meeting new people and getting closer to the ones I already knew. The last kilometre of the journey was the toughest part because by that point we were already extremely tired but we didn't want to stop because we were so close to finishing. I had to push myself a lot during that time. Completing this was also my proudest achievement of this journey."

Rosustainable

'Rosustainable' is a group of individuals within the school community who are interested in working towards a more sustainable environment at Rossmoyne Senior High School. Rosustainable consists of teachers, students and non-teaching staff. They work on projects that enhance recycling of materials and reduce energy waste. Some of the projects included;

- working with other organisations such as 'Earth Assist' in cleaning beaches; bird and animal sanctuaries;
- an incursion by Conservation Volunteers Australia (CVA) to promote sustainable practices that students can apply at home such as making waxed cloth for wrapping sandwiches, body scrub and toothpaste;
- recycling paper around the school;
- recycling photocopy cartridges;
- helping in recycling co-mingles (plastic, aluminium cans, glass);
- constructing statues or furnishing items from reusable items;
- constructing vertical gardens from reusable soft drink containers;
- monitoring energy use in classroom; and
- sorting out general waste from recyclable waste.

Bush Ranger Cadets

The Bush Rangers cadet program is run as an extra-curricular group with a focus on the natural environment and its conservation.

At the beginning of each school year, students who would like to step into one of the leadership roles must give a two minute speech about why they want to be a leader and propose a project that they would like to work on throughout the year. At the beginning of 2020, many students stood in front of their peers to put themselves forward. One Year 9 student in particular stood out as she started the program as a quiet, shy Year 7.

In her speech in 2020, she admitted this and went on to acknowledge that the reason she felt she could stand in front of a large group and put herself forward for a leadership role was that she had found courage and confidence in the support she was given throughout her time in the Bush Rangers group and wanted to provide that same experience to the younger students.



Learning for Life

Student Leadership

2020 was a challenging start to the year for many, and it was the role of Student Council to support students and staff as required.

Although large scale events were no longer possible in Term 2 due to COVID, Councillors were able to utilise online platforms and video messages to help their cohort and pass messages on to families. In this way the Council proved their adaptability and flexibility as leaders in a time of uncertainty.

As the year progressed, and COVID restrictions were reduced, the Student Council was able to help the school celebrate its return to a more normal environment, by facilitating the return of clubs and organising iCARE Week.



Facebook Image Gallery Excerpt 2020:



Rossmingles

Traditionally, parents were invited regularly throughout the year to participate in a series of presentations and events at the school - providing the opportunity to mingle with other parents in a relaxed, informal setting.

The 2020 COVID-19 pandemic caused Rossmingle to take a drastic turn, with many scheduled events cancelled and parents and community members no longer permitted to visit the school in large groups.

With this in mind, initiative was taken to continue developing the already strong ties with our school community. Online platforms were mobilised to ensure the community still felt connected to the school during these times of uncertainty.

Our Principal, Milanna Heberle, recorded regular video updates; these were placed on the school website and emailed to parents. The videos included school information updates and a glimpse of events happening in the school. The videos provided helpful information and comfort to many families, letting parents and guardians know their child was safe at school during such uncertain times.

The Rossmoyne SHS website was updated to include an event summaries page, featuring a gallery of images from various events and school activities. This allowed parents to engage with their child's educational journey, even when they were not able to physically attend school events.

Communication via our school Facebook page also increased in 2020 to provide daily posts for the school community. Footage from school events, such as dance and music concerts, was placed on Facebook in a shortened video format for parents unable to attend these events.



PRIORITY: FORWARD THINKING SCHOOL COMMUNITY

Rossmoyne Senior High School has continued its strategic approach to ensuring the school creates an outstanding learning and teaching environment, as well as a workforce and facilities that are equipt to respond to challenges and opportunities.

The Workforce Plan continues to ensure the attraction and retention of highly capable staff who engage in contemporary, high quality educational approaches.

Active participation in school decision-making from throughout the school community is encouraged and in 2020 there were 13 committee groups, established to involve staff in the future direction of the school. This included a Future Readiness Committee that identifies and promotes best practice in teaching and learning communication, creativity and critical thinking, problem solving and team work skills .

Rossmoyne Senior High School is committed to integrating new technologies that enhance learning, operational efficiency and communication. The Learning Technologies Coordinator and Learning Area SEQTA champions have continued to support the implementation of SEQTA and technology use in the classroom. In 2020, during the COVID-19 global health crisis, teachers adapted their quality teaching to an online learning environment; resulting in 100% of teachers using Online Lessons on SEQTA MyDay. SEQTA was the primary platform for teaching and learning, including programs, lesson titles, folios and forums (enabling teacher/student collaboration and problem solving), marks book (formative and summative assessment), pastoral care and attendance. Since teachers resumed face-to-face teaching and learning, 88% have maintained the regular use of lessons on SEQTA My Day.

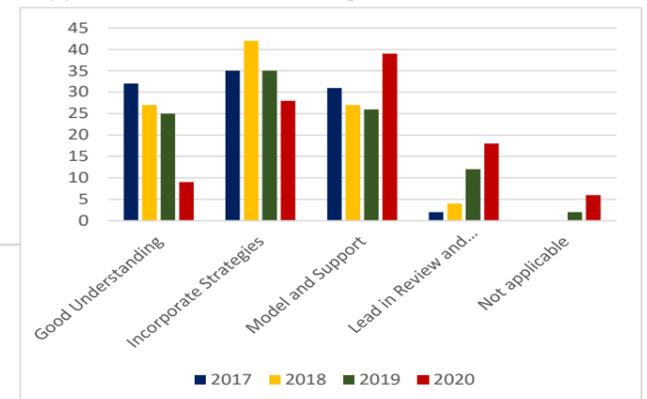
ICT Survey

In December 2020, teachers participated in an ICT survey to determine the use of interactive screens and wireless access to enhance teaching and learning. Of the 100 teachers who responded, approximately 47% use this technology in most lessons.

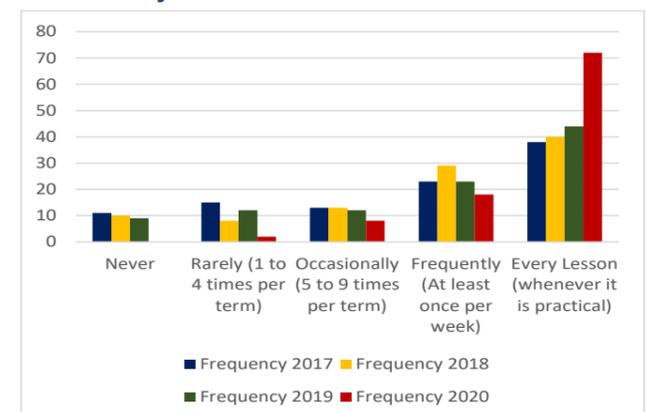
Table from the Future Readiness Framework for staff

Area	Description
Knowledge	Knowing your curriculum and your students, having continued focus on your own professional learning to support future readiness.
Skills of teaching	Having a variety of organised teaching strategies (Effective lesson design), that cater to individual needs and allow for differentiation. Establishing relevance, connection, engagement, motivation and collaboration.
Wellbeing	Within the Rossmoyne context, wellbeing is developed through positive relationships, effective communication, collegiality, classroom management and cultural awareness.
Feedback / Reflection	Reflect on your professional practice. Provide support for colleagues. Inform students and parents of progress.

Percentage use of ICT to create and maintain supportive and safe learning environments



Percentage use of SEQTA in Lesson Preparation and Delivery



High Level Compliance

Clear processes, essential training and succession planning ensure we achieve consistently high levels of compliance as measured by ratings in the various audits undertaken by the Department of Education, Office of Auditor General and Department of Mines, Industry Regulation and Safety.

In 2020 the following audit processes were undertaken:

- Office of Auditor General - audit of school's cash balances for the period June 2020. Audit completed in July 2020, with the school meeting all reporting obligations in a timely manner and demonstrating accuracy of cash balances.
- Office of Auditor General – annual audit of Department's payroll system, school employee overtimes were randomly selected for testing. Audit completed in June 2020 with no management issues raised on school employees selected for review.
- Office of Auditor General – audit of the school employees' Purchase Cards. Audit completed in July 2020 with no management issues raised on transactions selected for review.
- Department of Mines, Industry Regulation and Safety – Worksafe site audit of the school. Audit completed in August 2020, no safety regulations or management issues raised for school to implement.
- Department of Education – Internal Audit and Assurance undertook a State Supply Commission (SSC) policies and procedures audit. Audit completed in October 2020 with no management issues raised on the tender contracts undertaken by the school.

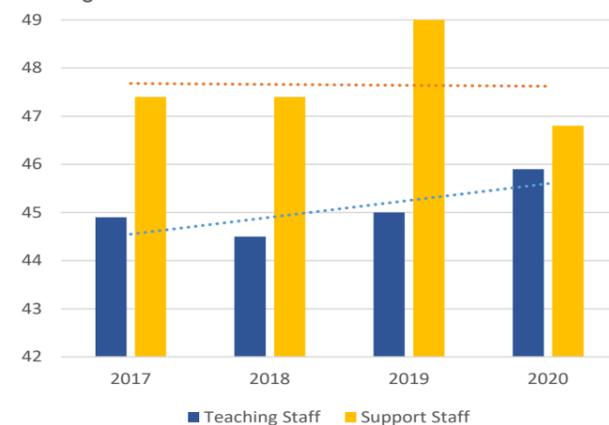


2020 FTE and Head count of Staff by Occupation Groups

Occupational Groups	Active Head count	Total Full Time Equivalent (FTE)
Leadership	5	5
Heads of Department/Coordinator	14	13.5
Teacher	164	148.9
Education Assistant	9	9
Administration staff	21	20.2
Cleaner	23	16.9
Gardener	3	2.8
Other	14	10.0
Total	253	226.3

We continue to engage in innovative and rigorous recruitment processes to select quality and expert staff. Our process has been refined to: identify applicants' commitment to the values, vision and ethos of the school; engage applicants in group interview processes to elicit their ability to problem solve and work effectively with others; and involve students during interviews, to acknowledge the importance of connection and interpersonal skills. A continued focus on recruiting graduate teachers was also identified through ongoing support to all four universities' practicum and internship programs. The workforce profile also identified three areas for future consideration:

- A significant number of retirements in the next 3-5 years;
- A rise in the number of part-time staff; and
- A gender imbalance



The above table compares the average age of all staff members 2017 to 2020

PRIORITY: Forward thinking school community

2020 Staffing by Age Profile

Age	All Staff		Teaching Staff		Support Staff	
	2016	2020	2016	2020	2016	2020
Under 25	7	5	2	1	5	4
25 to 34	41	54	34	40	7	14
35 to 44	49	62	34	46	15	16
45 to 54	54	58	37	39	17	19
55 to 64	52	49	40	35	12	14
Over 65	12	20	9	14	3	6

The table compares the age profile of staff in the categories of all staff, teaching and school support staff in 2016 with the current 2020 data.

2020 Staffing by Gender Profile

Year	All Staff (FTE)		Teaching Staff (FTE)		Support Staff (FTE)	
	Female	Male	Female	Male	Female	Male
2016	120.4	68.5	83.9	56.9	36.5	11.6
2017	124.8	73.2	89.2	60.1	35.6	13.1
2018	127.5	70.1	94.3	57.7	33.3	12.4
2019	129.2	71.0	96.1	57.1	33.1	14.8
2020	139.9	74.5	100.2	58.0	39.6	16.6

	All Staff (Headcount)		Teaching Staff (Headcount)		Support Staff (Headcount)	
	Female	Male	Female	Male	Female	Male
2016	140	75	96	60	44	15
2017	145	81	101	63	44	18
2018	145	78	105	61	40	17
2019	150	78	109	61	41	17
2020	167	81	114	61	53	20

The table provides the gender profile of all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Rossmoyne Senior High School using both FTE and headcount.

Student Characteristic Funding

Aboriginal Education and Cultural Diversity

Student characteristic funding contributes to the employment of a Cultural Awareness Coordinator who works closely with students, families, external organisations and the school to support the learning needs of Aboriginal students and coordinates events that embrace cultural diversity. This has included liaising with the Follow the Dream Coordinator, coordinating AIME mentoring at a school-based Homework centre, organising a number of excursions to various Universities so students can attend AIME Program Days, home visits, liaising with key staff within the school, organising professional learning and implementation of the Cultural Standards Framework, and NAIDOC Week celebrations.

Aboriginal Indigenous Mentoring Experience (AIME)

The Australian Indigenous Mentoring Experience (AIME) is a mentoring program that supports Indigenous students throughout Secondary School and into University.

Since 2018 Rossmoyne Senior High School has had a partnership with AIME Murdoch University. The Cultural Awareness Coordinator oversees this partnership at a school level which also includes weekly Homework Class at Rossmoyne Senior High School (which AIME mentors from University attend to add to the tutoring experience) and excursions to AIME Program Days at Murdoch University.

Acknowledgment of Country at School Events

The Cultural Awareness Coordinator encourages and supports Aboriginal students to give 'Acknowledgement of Country' at all important whole school events, such as, ANZAC Day Assembly, whole school assemblies, NAIDOC Week Breakfast and Languages Gifted and Talent Evening (in Target Language).

Cultural Awareness Committee

The Cultural Awareness Coordinator also chairs a Rossmoyne Senior High School Cultural Awareness Committee. This committee meets regularly throughout the year to plan whole school cultural awareness events, such as Harmony Week and NAIDOC Week.

Harmony Week

Harmony Week celebrations were cancelled in 2020 due to COVID disruptions.

NAIDOC Week

2020 NAIDOC Week celebrations included whole school Welcome to Country given by Noongar Yorga Ms Robyn Collard.

The painting below and an accompanying story were crafted by Rossmoyne Senior High School Students across two sessions with indigenous mentor Katie, who lead the students to connect with culture, art and their educational journeys.



Support for students with disabilities and educational adjustments

The Rossmoyne Senior High School Business Plan identifies the role of teachers to implement programs that meet the needs of students including those at educational risk. Students with a diagnosis of a learning disability and/or a physical disability are provided every opportunity to maximise their engagement and reach their potential. Parents and carers are engaged in a responsive and dynamic process which receives input from classroom teachers, the Program Coordinator of Middle Years, House Leaders, School Psychologists, the School Nurse and the Learning Support Coordinator. Modifications and adjustments to the curriculum and assessment are recorded in a documented plan, and students may receive a SEN report if normal reporting is not suitable. Proactive case management in collaboration with SEN:D and NDIS providers allowed for smooth transition of the Year 6s to Rossmoyne in 2020 this facilitated the engagement of students in the Transition Plus program.

A dedicated room in the Mathematics building provides a safe learning space for our students requiring additional support. Students are able to access a curriculum specific to their learning needs. Some students use the room as an additional space and spend most of their day in mainstream classes, others spend a greater part of their timetable in this alternate setting. A number of students choose to use this space at recess and lunch to reduce the impact of an over-stimulating environment.

Identified students are provided with a range of curricular and co-curricular programs designed to enable them to work toward the achievement of WACE; prepare them for the workforce; and provide further training and skills for life beyond school. This has included targeted intervention for identified students in literacy and numeracy, including NAPLAN and OLNA support; life-skills and social skills development; and engagement with the protective behaviours curriculum.

Some students have also completed a variety of ASDAN modules. ASDAN provides a real life context to promote the development of personal, social, independent, ICT and work related skills. The focus for this program is building and practising life skills to prepare for everyday living. In 2020 we had six successful ASDAN Portfolios that passed the moderation and were awarded certificates. Students who complete courses from Year 10 onwards receive points towards their WACE. This year we have two students who are completing short courses.

Due to COVID restrictions some programs could not go ahead, one such program is the Rossmoyne Senior High School Community Access program that delivers transport

training; and explicitly teaches students how to use public transport safely. The program develops students' protective behaviours and community awareness in order to achieve independence and confidence.

English as an Additional Language (ELD)

In 2020, 31 students attracted additional funding to support access to our English as an Additional Language program. Students benefit from class sizes which are smaller than mainstream classes allowing a closer attention to their linguistic development. The school contributed additional funding to provide 2.0 FTE to work with 139 students. SCSA eligibility determines enrolment in Year 11 and Year 12 whereas eligibility and recognised linguistic need is used in counselling parents and students in other year groups. The enrolments of new students born outside of Australia or schooled overseas involve a one-on-one interview and, if appropriate, a brief written test to determine either student placement in the compulsory English class or referral to an introductory period at an Intensive English Centre.

Senior students participate in classes focussing both on acquisition and usage of Standard Australian English as well as cultural enrichment, particularly in the Year 12 ATELD courses entitled 'Australia as a Cultural Community' and 'Language and Empowerment'. Students also develop familiarity with a range of texts, both written and visual, dealing with cultural and multi-cultural elements of Australian society together with an overview of the impact of English language usage in a wider context. The AEELD Year 11 focus on courses entitled 'Ways of Life' and 'Making Choices' provides a similar background to the above-mentioned linguistic and cultural components.

Oral performance is enhanced by in-class assessments and regular out of class oral practice, particularly as preparation for the WACE Practical Exam. External examiners at each internal senior school semester exam assist students to familiarise themselves with the WACE Practical Exam. Students also develop skills in public speaking through a systematic programme of oral presentations, persuasive speeches, guided tutorial discussions and simulated online practical examinations.

The 2020 Year 12 ELD cohort included a number of students who have enrolled in interstate universities as well as those who have been accepted into a wide variety of courses in Western Australian institutions. Their success is particularly commendable in the light of the disruption experienced through the period of lockdown associated with the COVID pandemic.

School Revitalisation

The original school buildings are over 50 years old. Apart from the usual high-level maintenance and upkeep of buildings of this age, over the last few years the school has embarked on significant upgrades to the ageing infrastructure so students and staff can access high quality, contemporary facilities in their teaching and learning across all sections of the school.

With the background of a tight fiscal environment, the absence of government funding for a school rebuild, and decreased Department of Education capital works funding, the school mapped out clear priorities in its 4 Year Building and Grounds Strategic Plan that focused on upgrading the old parts of the school. These priorities have been primarily funded by the school, with strong support from the P&C.

The following initiatives were completed during 2020:

Student Microwaves

Due to student requests, the school added microwave facilities for Year 12 students to access during break times. This involved the fabrication of purpose-built cabinetry to securely house the microwaves and ancillary services and equipment (electricity, cleaning supplies, etc). The purchase of microwaves was a Student Council project initiated to support student voice.

Weights Room

Extension of the Weights Room outside covered area. This created more effective use of teaching space as well as provided extra shade for students during breaks.

Basketball Rings

Addition of four more basketball rings to the gym walls. This allowed greater teaching and learning opportunities, as well as extra student recreational facilities during the breaks.

Media Classrooms

Photography and Media classes have expanded over the last few semesters, particularly in Middle Years and with Year 7 semester-long courses. One of the transportable classrooms was converted into a secondary Photography / Media room. This conversion has decreased the demand on the existing rooms and ensured adequate storage of equipment.



Fume Cupboard

2020 saw installation of a double sided lockable fume cupboard in the Science building. The science department has 16 senior Chemistry classes that require access to fume cupboards throughout the year to study reactions. A number of changes to safety regulations imposed by the Department through the Regional Lab Technicians now require many established experiments to be conducted in a Fume Cupboard. Teaching staff needed this resource to effectively teach the science curriculum. Having the Fume Cupboard now allows students to develop skills that may be used in a future vocation.

Old Classroom Updates

A number of classrooms in the older section of the school were upgraded. This upgrade included new carpeting, painting and furniture.

Modular Classrooms

Five new modular classrooms were supplied by the Department of Education due to the growth in school population. Three general purpose classrooms were installed at the beginning of the new school year, and one Home Economics classroom and another general classroom was installed later in 2020 ready for use for the 2021 school year.

Ceiling Fans

Ceiling fans were installed in all classrooms in the EL Building. This supported the existing evaporative air-conditioning system and assisted with airflow.

LED Sign

The new electronic sign next to Leach Highway has provided the opportunity to display eye catching visual images and school messages.

Pool Surrounds

After pool surround work was completed in October 2019, new shade sails were installed in April 2020 - which was partially funded by the school and government grant.



Targeted Initiatives

Targeted Initiative is one of the components of annual Student Centred Funding provided by the Department of Education. Rossmoyne Senior High School is funded for the following programs:

- Secondary Assistance Scheme (SAS) - Department provides an allowance to eligible families to assist with the cost of secondary schooling. To qualify for the allowance, a parent/guardian must hold a current Department of Human Services (Centrelink) or Veterans' Affairs card. This allowance consists of two components, \$115 for clothing allowance and \$235 for educational program allowance. The total amount received for SAS is \$86,060 and this has been applied to the applicable student's charges and voluntary contributions.
 - Additional Support for delivery of Mental Health Programs - This funding is to provide additional support to strengthen delivery of mental health prevention programs; helping students to become increasingly confident, resilient and ready for the challenges of their future. The total amount received in this category is \$11,330.20.
 - Gifted and Talented Education Program (G&T) – This funding is to provide challenging and highly motivating learning opportunities to selected students who demonstrate academic capacity or creative talent. The total amount received for G&T is \$151,729 and has been allocated to accelerated programs, tutoring and hiring of language assistants.
 - Graduate Teacher Induction Program and Graduate Curriculum Materials – The purpose of this funding is to enable graduate teachers to participate in induction programs and enable first year graduate teachers to buy teaching resources. The total amount received in this category is \$41,553.92.
 - In-School State Funded Chaplaincy Program – The Department provides this funding to enable the school to purchase chaplaincy services from external providers to support the emotional wellbeing of students. The total amount is \$21,769.13; the school and P & C Association have also provided additional funding towards the services of chaplaincy at school.
 - Level 3 Classroom Teachers Additional Teacher Time – The purpose of this funding is to enable one staff member to coordinate mental health programs. The total amount received in this category is \$11,330.20.
 - VET delivered to secondary students (funded student FTE – 226.74) – The purpose of this initiative is to provide secondary students with pathways to meet the Western Australian Certificate of Education requirements through Vocational Education and Training. This funding will support the school in the delivery of VET programs to senior secondary students through staff training, engaging third party VET providers and managing off site and workplace programs. The total amount received in this category is \$242,345.41.
 - Local Schools Community Fund – This funding is primarily to assist school for small scale projects and their associated costs. The total amount received in this category is \$10,000.
 - There is \$3,000.00 funding for Maritime Industry School Pathways, \$2,476.85 for Regional Learning Specialists, \$638.28 for the Road Safety Professional Learning, \$2,500 for the Teacher Support & Policy Development and \$27.57 for Aspirant Principal Preparation Program.
- The total Targeted Initiative funding by the Department for 2020 was \$584,760.56.



1. Student Centred Funding - Salary Expenditure \$ 20,891,123

2. Contingency Funds

REVENUE & EXPENDITURE 2020

Opening Balance January 2020	\$364,811
Budgeted Revenue for 2020	\$3,238,330
Total Budgeted Revenue 2020	\$3,603,141
Budgeted Expenditure for 2020	\$3,603,141
Budgeted Surplus 2020	\$0
Actual Revenue Received	\$3,603,141
Actual Expenditure	\$3,351,557
Actual Surplus	\$251,584

RESERVES - balances as at end 31 December 2020

Café/Garden/Cleaning Equipment	\$48,546	4.4%
School Bus Reserve	\$52,582	4.8%
Infrastructure-Buildings/Grounds	\$191,545	17.4%
Information Technology	\$118,561	10.8%
Resources Reserve - Learning areas	\$10,222	0.9%
School Promotions & Curriculum Innovations	\$100,000	9.1%
Photocopiers Replacement	\$282,402	25.7%
Salary Reserve	\$295,586	26.9%
Total Reserves 2020	\$1,099,444	100%

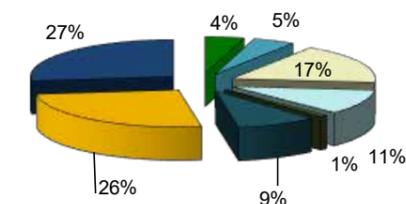
REVENUE OVERVIEW 2020

	Budget	Actual	
Parents / Students	\$1,257,235	\$1,257,235	35%
Department of Education (DOE)	\$1,461,280	\$1,461,280	40%
Other	\$884,626	\$884,626	25%
Total Revenue for 2020	\$3,603,141	\$3,603,141	100%

EXPENDITURE OVERVIEW 2020

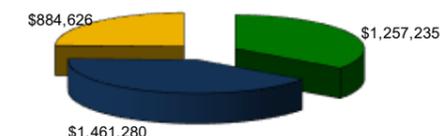
	Budget	Actual	
Student Expenditure	\$1,671,281	\$1,558,959	47%
Administration	\$133,700	\$132,179	4%
Utilities/Maintenance	\$609,810	\$607,441	18%
Infrastructure/Information Technology	\$1,188,350	\$1,052,978	31%
Transfer to Reserves	\$0	\$0	0%
Total Expenditure for 2020	\$3,603,141	\$3,351,557	100%

RESERVES



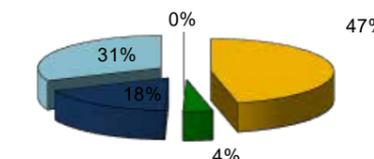
- Café/Garden/Cleaning Equipment
- School Bus Reserve
- Infrastructure-Buildings/Grounds
- Information Technology
- Resources Reserve - Learning areas
- School Promotions & Curriculum Innovations
- Photocopiers Replacement
- Salary Reserve

Revenue Overview



- Parents / Students
- Department of Education (DOE)
- Other

Expenditure Overview



- Student Expenditure
- Administration
- Utilities/Maintenance
- Infrastructure/Information Technology
- Reserves

Celebrating High Aspiration and Excellence

LEARNING AREA: LANGUAGES

Japanese Language

Japanese Travel Plan Contest

- Keandria Ong and Mary Lobrigo - 2020 Winners.

German Language

Ketelsen Scholarship

- Samuel Dockery

EU scholarship

- Hariprasad Krishnamurthy

TAGWA Poetry

- Year 7 students recognised for their submissions were: Emily Power, Pemindi (Thisasna) Thibbotuwawa, Berkay Topal and Matthew Yao.

Language Perfect

- Students recognised for their performances in the Language Perfect competition were: Angus Clearwater (Elite), Matthew Yao (Gold), and Keerthish Suresh (Silver).

Chinese Language

CLTAWA Chinese writing competition

- Category E4 Level 9 1st place Abby Ho Qian Yu
- Category E4 Level 9 3rd place Angela Yang
- Category E4 Level 9 Angela Guo

CLTAWA Chinese speaking competition

- 2nd place Year 7 Oolka Verma
- 3rd place Year 8 Sasha Mills

ACFSWA Writing competition

- 1st place Anna Li

French Language

Alliance Francaise - Poésie Prize Winners

- Year 7 - 2nd Prize: Jia Ye Teng
- Year 7 - 3rd Prize: Jemima Pinto-Menezes
- Year 8 - 2nd Prize: Jamie D'Mello
- Year 9 - 1st Prize: Ashutosh Alung
- Year 9 - 3rd Prize: Murugan Diviyadharsini

Alliance Francaise - Written Paper Prize Winners

- Year 9- 1st Prize: Kelly Chen
- Year 9 - 2nd Prize: Hagen Seah
- Year 12 finalists: Anu Ponnampalam (final score over 90%), Christina Chang, Cyrus Amaria, Sreya Aremanda, Vedant Shah

LEARNING AREA: TECHNOLOGIES

MasterChef

- Year 12 Natalie Chua was approached by MasterChef after her outstanding ready-made MasterChef project in Food Science ATAR.

CO2 Dragster Competition

- Year 9 Archie Taylor was the overall winner of the annual CO2 Dragsters WA Competition - the third overall win in a row for RSHS.
- Dulina Gamage - second place in the Outlaw Division
- Stephin Sebastian - third place in the Racing A Division.
- Daniel Kwon and Harry La Thangue - second place in Racing B Division.

LEARNING AREA: HUMANITIES AND SOCIAL SCIENCES

UN Youth Evatt Competition semifinals

- Meher Virik, Hau Chien Tang, Sean Kong and Zaynab Alam competed in August.

Geography Competition

- Evan Hee who was the WA Overall Winner for Year 9s. Evan was in the top 1% of his year group for the second year running in the 2020 Australian Geography Competition.

National History Challenge.

- Year 7 Category State Winner: Jemima Pinto-Menezes
- Asia and Australia Category State Winners: Chantel Lai and Grace Thong.
- Democracy Matters Category State and National Winner: Jemima Pinto-Menezes
- Democracy Matters Category State Finalists: Jonathan Yoo and Ryan Tham
- Indigenous Category State Finalists: Gurleen Kaur Viridi and Cinta Aji
- Year 10 Category State Finalists: Chantel Lai and Grace Thong
- Year 9 Category State Winner: Hagen Seah

LEARNING AREA: SCIENCE

Science Talent Search

- Every RSHS entry received an award.
- Sanyo Aji, Praneeth Nanthavarman, Reshan Gill - 1st place for their entry in the Science Communication Video (Jnr) Category with their Dreams video.
- Vedika Chouhan, Sathmi Wijesuriya, Sarah Yap earned Certificates of Excellence and Commendation in the Science Communication Photography (Junior) Category
- Gurleen Kaur, Jiva Pannir-Selvan, Sarah Ann, Rachel Tan, Vanessa K Lee, Mandi Yaghoobi, Felicia Yiek all placed within the top three for their Science Investigation (Intermediate) Category entries.

National BHP Foundation Science & Engineering Awards

- Year 9 students Gurleen Kaur Viridi and Jiva Pannir Selvan were two of only 23 Secondary Finalists across Australia in the BHP Foundation Science and Engineering Awards this term.

LEARNING AREA: ENGLISH

Young Minds Short Story Competition and WA Youth Theatre Program

- Year 10 student and Creative Writing Club member Catherine Bolland was recognised for her literary talent in 2020 as a shortlisted finalist for the Canning Libraries 2020 Young Minds Short Story Competition.
- Catherine was also accepted for the WA Youth Theatre Company's WriteNow program.

Primo Lux

- Year 11 Raven Longbottom is now a Primo Lux published author after her work 'Colour Theory' was printed in the student anthology in 2020.

Debating

- Interschool Debating teams had a great finish to an unusual season of the Fremantle District Interschool Debating Competition in 2020.
- RSHS Year 7 team placed equal first for the season - sharing the podium with Harrisdale Senior High School.
- RSHS Year 9 team finished equal first - accompanied by John Curtin College of the Arts.
- RSHS Year 8 Team placed equal second
- RSHS Year 10 Team placed second.

LEARNING AREA: CAREERS AND VOCATIONAL EDUCATION (CAVE)

SCSA Awards

- Kelsey Buchanan, Keanu Haddow, Jake Jarvis, King David Oyewopo, Olivia Thomson and Eden Wintz progressed through to second stage interviewing for SCSA awards.
- Eden Wintz was judged the best student in the Business and Financial Services, Information and Communications Technology category. She was shortlisted for the Beazley Medal (VET)

Looking ahead

- 52 students have been accepted into the VET Program for 2021 (Year 11).



LEARNING AREA: MATHEMATICS

Australian Maths Competition Term 4

- Five Prize Top Honour awards, 25 High Distinctions and 82 Distinctions went to Rossmoyne students as a result of another great effort in the AMC.

Australian Maths Competition Term 3

- Evan Hee placed 'Best in School'

ESSI Money Challenge

- Andrew Lim and Joshua Singarajah placed 2nd and 6th respectively in the '12 to 15' age category.
- Markos Atartis and Loukas Atartis placed 3rd and 4th in the '16 – 18' age category.

AIMO/AMOC

- Ivy Cu, Evan Hee, Hagen Seah, Markos Atartis and Tommy Hu were specially selected for this Olympiad.

Have Sum Fun

- RSHS Teams placed 3rd and 4th in the Junior category.
- Another RSHS Team placed 3rd in the Intermediate category.

WA Junior Maths Olympiad Merit Award Recipients:

- Evan Hee was awarded equal second place for the Data Analysis Australia Excellence Award.
- Hagen Seah was awarded a Data Analysis Australia Merit Award.
- Tarun Inthunesan and Sean Chan were both awarded Merit Prizes.

WA Junior Maths Olympiad Team Awards:

- Mahsa Huq, Krittika Meghani, Tarun Inthunesan and Xavier Kuang were awarded for their excellent work as a team.



LEARNING AREA: THE ARTS

DANCE

Act Belong Commit Awards

- Rossmoyne Senior High School 'Caronie Land' dance video entry to YohFest was named a winner.

DRAMA

Act Belong Commit Awards

- Justin Wilson, Daniel Chan and Tegan McCafferty placed 4th in the Act-Belong-Commit Commercial competition with their video piece.

MEDIA

RYPEN Camp Attendees

- Clyde Hoang, Haylee Nguyen and Maralee Newing attended the Rotary Youth Program of Enrichment.

PHOTOGRAPHY

Canning Art Show

- Student photographers Aleya Azlee Voon (Year 7) and Adam Azlee Voon (Year 9) took out Champion prizes.

MUSIC

Graduation Music Concert

- Perth Concert Hall performance, showcasing the Class of 2020's music students.

Outdoor Music Concert

- Music students' final event of the year saw them celebrate under the stars. Parents and family members gathered at the amphitheatre to enjoy watching the on stage talent.

Valedictory Music Performance

- Music students supported the 2020 Valedictory Proceedings, including a sing-a-long item to Queen's 'Bohemian Rhapsody'.

VISUAL ART

Young Archie Competition

- Year 7 Ashton Abeyasinghe - selected from more than 700 entries as a finalist in the Young Archie competition, the junior version of the prestigious Archibald Prize.

META 2020 DESIGN ART AWARDS - North Metro TAFE Exhibition

- Selected to exhibit - Bobby Zheng's 'Continuance'

MADD

- A festival evening and exhibition showcasing the best artworks, photographs, media productions, dance and drama performances created by Year 7s to Year 11s.

STUDENT CENTRAL

Youth Mental Health Forum

- House Captains and Student Councillors from Years 8, 9, 11 and 12 attended the Youth Mental Health Forum.

iCARE Awards - Year 12

- Integrity - Cameron Daggars
- Connection - Danny Huang
- Aspiration - Anna Rogers

iCARE Awards - Year 11

- Integrity - Imogen Tighe
- Connection - Lily Bethell
- Aspiration - Hishaam Mir
- Respect - Mathu Inthunesan
- Excellence - Matthew Parker

iCARE Awards - Year 10

- Aspiration - Grace Thong
- Excellence - Anna Li

iCARE Awards - Year 9

- Aspiration - Cameron Zappia
- Excellence - Cinta Aji

iCARE Awards - Year 8

- Aspiration - Harvina Arvi
- Excellence - Jordan Ong

iCARE Awards - Year 7

- Aspiration - Gauri Tripathi
- Aspiration - Ubale Swara
- Excellence - Jia Yi Teng

Celebrating High Aspiration and Excellence

LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

School Sport WA Junior Basketball Tournament

- *RSBS Boys Team had wins over All Saints College, Yule Brook College, Mandurah Catholic College and Clontarf Aboriginal College - finishing up 5th overall.*
- *RSBS Girls Team secured wins over Byford Secondary College and Clontarf Aboriginal College, coming away 7th overall.*

Interhouse Athletics Carnival

- *House Champion: 1st - MacNeill, 2nd - Barra, 3rd - Ross, 4th - Stewart*
- *Year 7 Girls: Runner up - Olivia Gauder, Champion - Chanumi Weerasinghe*
- *Year 7 Boys: Runner up - Michael Ojo, Champion - Angus Clearwater*
- *Year 8 Girls: Runner up - Abigail Sovann, Champion - Evelyn John Jimmy*
- *Year 8 Boy: Runner up - Zane Ntlong, Champion - Harry Robbins*

- *Year 9 Girls: Runner up - Shae Lyne Ng, Champion - Eve Pearl Osaghae*
- *Year 9 Boys: Runner up - Dulina Thelikada Gamage, Champion - Father Abraham Oyewopo*
- *Year 10 Girls: Runner up - Jemah Kelly, Champion - Phoebe Lewis.*
- *Year 10 Boys: Runner up - Thuto Ntollang, Champion - Xavier Miller*
- *Year 11 Girls: Runner up - Brooke Horner, Champion - Vanessa. Iller*
- *Year 11 Boys: Runner up - Kayan Nieves, Champion - Elphan John Jimmy*
- *Year 12 Girls: Runner up - Lily Bostwick, Champion - Hannah Burt*
- *Year 12 Boys: Runner up - Vabhav Suhas, Champion - Radishna Devapriya*

State Team Selections

- *RSBS students Xavier Miller, Vanessa Miller, Evelyn John Jimmy, Angus Clearwater, Elphan John Jimmy, Harry Robins and Myka Richards were selected for the 2020 WA State All Schools Team.*

Interhouse Athletics Carnival

- *Final Point Tally*
Carine SHS 1787
Rossmoyne SHS 1684
Churchlands SHS 1607
Shenton College 1421
Kelmscott SHS 1129
John Curtin CoA 1049
Woodvale SC 974
Melville SHS 944
Applecross SHS 708
- *Individual Standout Athletes*
Yr 7 Champion boy
Angus Clearwater 130 pts
Yr 7 Runner Up Girl
Chanumi Weerasinghe - 57 pts
Yr 8 Runner Up Boy
Harry Robbins - 57 pts
Yr 8 Champion Girl
Evelyn John Jimmy - 102 pts
Yr 9 Champion Boys
Logan Burns - 42 pts and
Father Abraham Oyewopo - 42 pts
Yr 10 Champion Girl
Phoebe Lewis - 56 pts
Year 11 & Over Runner Up Boy
Elphan John Jimmy - 58 pts
Year 11 & over Runner Up Girl
Vanessa Miller - 66 pts



VOLLEYBALL

2020 WA Volleyball Schools Cup

- *RSBS was the President's Cup Winner for an incredible 29th year in a row.*
- *Gold in 2020:*
 - *Open Boys B (MVP Mateen Samari)*
 - *Year 11 Girls Honours (MVP Stephanie Mews)*
 - *Year 11 Boys B Black (MVP Kavisha Weerasinghe)*
 - *Year 10 Girls Honours (MVP Caitlin Whincup)*
 - *Year 10 Girls A (MVP Mia Flynn)*
 - *Year 10 Boys A (MVP Shem Ngetich)*
 - *Year 10 Boys Honours (MVP Jozua McMeekin)*
 - *Year 8 Boys (MVP Jesse Netto)*
 - *Year 7 Boys A Black (MVP Corey Lewis)*
 - *Year 7 Girls A Black (MVP Asha Walters)*
- *Winning Silver in 2020: Open Girls Honours*
 - *Year 9 Girls Honours (MVP Leia Danusugondo)*
 - *Year 9 Boys A Black*
 - *Year 8 Boys Honours Black*

VWA Awards

- *Indoor Junior Female Player of the Year Caitlin Whincup.*
- *[Alumni] 2019 AVL Women MVP and International Indoor Player of the Year Jennifer Sadler.*
- *[Alumni] Superleague Reserve Male MVP Damon Lewis.*

VWA Beach Cup

- *Year 11/12 Boys- Gold Medal: Qi Den Kuan & Danyl Mathews*
- *Year 11/12 Girls- Gold Medal: Hannah Walker & Alysha Ely*

- *Year 9/10 Boys A- Silver Medal: Kiefer Lake, Kyle Malone, Riley London & Logan Burns*
- *Year 9/10 Girls B- Gold Medal: Isabelle Kumkar, Vuyi Moyo, Gowri Menon & Brooke McKenzie*
- *Year 7/8 Boys A- Silver Medal: Corey Lewis, Michael Ojo, Ben Della-Marta & Mitchell Kukura*
- *Year 7/8 Girls A- Gold Medal: Ava Tweedie,*
- *Year 7/8 Girls A- Silver Medal: Zafirah Lerno, Natalie Lim, Georgia Hamer & Alicia Fogwill.*

The WA Volleyball Junior League Finals

- *Finals Night saw eight RSBS teams compete, with two divisions featuring a Rossmoyne vs Rossmoyne final.*
- *Year 8 Boys Black and Year 10 Girls Black finished with gold medal placings.*
- *Year 8 Boys White, Year 8 Girls Black and Year 9 Girls Black won silver medals.*

ATA Tour

- *Seven RSBS students participated across various divisions.*
- *Phoebe Lewis won a Gold Medal in the Competitive Women's division.*



Western Australia at the 2020 Australian Track and Field Championships

- *Year 11s Elphan John Jimmy and Vanessa Miller were selected to represent Western Australia at the 2020 Australian Track and Field Championships*
- *Vanessa qualified in four events by achieving the Australian time standards and also finished with second and third event placings at the recent Athletics WA State Championships.*

Swimming Carnival Year 7

- *House Champion: 1st - Barra, 2nd - Ross, 3rd - MacNeill, 4th - Stewart*

Swimming Carnival Year 8-12

- *House Champion: 1st - Ross, 2nd - Barra, 3rd - MacNeill, 4th - Stewart*

Rossmoyne Senior High School

Preparing Future Ready Citizens

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