Principal's Perspective

Our 2015 Annual Report has been developed to meet the compliance guidelines of the Commonwealth Government.

In 2015 the school continued to consolidate the decisions made in formulating the 2013-17 Strategic Plan to further strengthen the six enabling structures – The Foundations, these being:

1. Nurture Christian Formation
2. Dynamic Curriculum
3. Proactive Pastoral Care
4. Outdoor Education
5. Broad Co-Curricula Program
6. Service Involvement

The Stage 7 build program was completed in 2014 for opening at the commencement of the 2015 academic year. The school has commenced planning of the Stage 8 to be built in 2018 for 2019.

The schools ICSEA value was 1070 and its SES score 97.

The appointment of a Coordinator of Year 10 (Teaching and Learning) provided a greater focus on curriculum and pedagogy in the Senior School both to lead the schools transition to the Australian Curriculum and to support the schools pastoral programs for this year of transition. A school psychologist will be appointed in 2015 to further complement the pastoral programs at the school.

Junior school literacy and numeracy coordinators have been appointed to assist in the formulation of literacy and numeracy plans and policies.

In 2015 the school again achieved pleasing results for the WACE, Secondary Graduation and national testing in NAPLAN. Very evident in the NAPLAN results was the value adding that has occurred through the years.

The school was also the recipient of high state rankings for its WACE and VET results.

This report provides a brief snapshot of the school to meet the Commonwealth Government's reporting requirements. Readers of this report are invited to view the school website (www.gms.wa.edu.au) to learn more about school programs or visit the school for a first hand tour of the facilities and to also meet some of the school community.

Ted Kosicki  
Principal
SCHOOL ANNUAL REPORT 2015

The following data is intended to give you a picture of Georgiana Molloy Anglican School in terms of student and staff attendance, staff retention and students’ performance in benchmark tests and Year 12.

Staffing

Staff attendance
The average staff attendance rate in 2015 was 95.35%.

Staff Retention

In 2015 there were 129 teaching and non-teaching staff. Staff retention was 96.35%

There were 14 private music tutors.

Expenditure on Teacher Professional Development and Learning

All academic staff participated in professional learning of various kinds during 2014. The average cost per staff member for the whole year was $789 with an average of $129 per staff member spent on teacher relief required to cover for staff out of school on professional learning activities.

The types of professional learning included:
- Anti-bullying practices
- Mental Health First Aid for Adolescents
- First Aid
- VET practices, assessment and training packages
- Safe Schools practices
- STEM practices, research and activities
- Leadership training and preparation
- Leadership coaching
- Advisory committees
- ICT training
- Specific classroom practices
- Best practice for specific learning disabled students
- Differentiation of the curriculum for different learners
- Consensus moderation across many learning areas
- Conferences in a variety of Learning Areas
- Emotional and Social training for the classroom
- Student welfare
- Year 12 planning for their new curriculum
- ATAR planning and delivery workshops
- Webinar learning seminars / workshops
- Sustainability practices
- Australian Curriculum planning and programming
- Apprenticeship seminars and training
- Leadership training for staff and students
- SEQTA training
- Certificate 2 / 3 training of staff

The following were presented to all staff at staff development days: Policy development, Staff Code of Conduct, Mandatory reporting, Defibrillator use, Fire Extinguisher use, Fire Blanket use, SEQTA training and use (lessons and workbook), EPIPEP understanding and use, Reporting using SEQTA, Classroom Observations, AITSL Standards Heat Map.

Other types of Professional Development included: Peer Mentoring, Numeracy policy development, Literacy policy development, Small Group moderation, Skills development in Numeracy across the primary school, Cross marking, Student and Staff Mindfulness, Student Leadership training, WACE updates, Mental Health issues, Specific teaching skills, Attendance at webinars or online seminars, classroom visits across the school.

Professional learning activities included: observations in others classrooms with feedback, attendance at conferences, learning area moderation tasks, mindfulness sessions and activities, lectures and online learning, presentations to the School Board, workshops with AISWA representatives, department presentations, exhibitions, network meetings, professional practice workshops, small group discussions, and whole teaching staff presentations.

Key Student Outcomes

- The average students' attendance rate in 2015 was 91.46%
- Once the daily roll is determined the parents of students who are recorded with unexplained absence are sent an automatically generated email message informing of the absence and requesting parents to contact the school at their earliest convenience. Staff monitor the responses and telephone the parents before the end of the day if parents have not responded to the automatically sent email. For pastoral reasons students who are absent for three days consecutively are contacted by the class teacher or Home Room teacher to enquire of their wellbeing and to offer work to be sent home.
- Student retention rate was 94.82%

Value Added Activities

Information regarding the School's extensive co-curricular and pastoral care programs is routinely provided through the publication of "What's On at GMAS" and through the School website [www.gmas.wa.edu.au](http://www.gmas.wa.edu.au). The principal events and program activities are published each year in the School's year book "The Settler". This is published during the Christmas holidays and distributed to each family in term time.
NAPLAN 2015 SUMMARY

OVERVIEW

Overall, the 2015 NAPLAN results for the School are encouraging. The school appears to be adding value as the students progress through the years.

Tabular information: Comparison of GMAS scores across Learning areas.

YEAR 3

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SCHOOL MEAN (compared to National)</th>
<th>STATE MEAN</th>
<th>NATIONAL MEAN</th>
<th>SIMILAR SCHOOLS MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>425</td>
<td>413</td>
<td>+12</td>
<td>426</td>
</tr>
<tr>
<td>WRITING</td>
<td>428</td>
<td>408</td>
<td>+20</td>
<td>416</td>
</tr>
<tr>
<td>SPELLING</td>
<td>402</td>
<td>400</td>
<td>+2</td>
<td>409</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>429</td>
<td>424</td>
<td>+5</td>
<td>433</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>390</td>
<td>388</td>
<td>+2</td>
<td>398</td>
</tr>
</tbody>
</table>

The Year 3 cohort results remain slightly disappointing, however, it should be stressed that the school continues to add value through the Junior School and Middle School. The AR reading program continues to be used to provide an array of books and genres. Students are given many practical activities and tasks to develop their writing.

YEAR 5

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SCHOOL MEAN</th>
<th>STATE MEAN</th>
<th>NATIONAL MEAN</th>
<th>SIMILAR SCHOOLS MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>512</td>
<td>489</td>
<td>+23</td>
<td>498</td>
</tr>
<tr>
<td>WRITING</td>
<td>486</td>
<td>471</td>
<td>+15</td>
<td>478</td>
</tr>
<tr>
<td>SPELLING</td>
<td>488</td>
<td>493</td>
<td>-5</td>
<td>498</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>502</td>
<td>496</td>
<td>+6</td>
<td>504</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>496</td>
<td>485</td>
<td>+11</td>
<td>492</td>
</tr>
</tbody>
</table>

The Junior School has begun to use Words Their Way program to enhance and develop spelling skills across the years in a structured, formal way. The staff provide a range of activities for the children to learn and use words in context.

We continue to encourage mental strategies and problem solving activities in our daily lessons. Children are given many practical ways to use numeracy in every day life.
### YEAR 7

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SCHOOL MEAN</th>
<th>STATE MEAN</th>
<th>NATIONAL MEAN</th>
<th>SIMILAR SCHOOLS MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>566</td>
<td>542</td>
<td>+24</td>
<td>546</td>
</tr>
<tr>
<td>WRITING</td>
<td>534</td>
<td>506</td>
<td>+28</td>
<td>511</td>
</tr>
<tr>
<td>SPELLING</td>
<td>563</td>
<td>542</td>
<td>+21</td>
<td>546</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>556</td>
<td>536</td>
<td>+20</td>
<td>541</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>553</td>
<td>538</td>
<td>+15</td>
<td>543</td>
</tr>
</tbody>
</table>

Positive results across the board – this cohort has always been strong. The English department focus has been on Writing. The Common Assessment Tasks (CATS) encouraged students to practice genre writing for a purpose. There were many encouraging results that were generated from this task. There has been a focus on direct instruction in the use of grammar. It was linked to Journal Writing, so the students had a purpose for their writing rehearsal.

There were weekly spelling lists and tests. These helped to improve the student’s scores in this area.

The Mathematics department introduced the content of the Australian Curriculum to our programs in year 7 in 2011. This has exposed our students to similar content at this time to that of other states. There has been a noticeable increase in the level of Academic rigour offered by this program. Over time we would aim for a higher percentage of students in band 9 as a result. 2015 also saw the continuation of our extension students’ involvement in programs such as The Australian Problem Solving Maths Olympiad and the usage of the Mathletics Program. In 2016, we aim to introduce a new extension program available from AAMT for our highest performers in Years 7 – 9.

Formal assessments throughout the year include a Calculator Allowed and Non-Calculator component to reflect the requirements of NAPLAN and WACE courses.

### YEAR 9

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SCHOOL MEAN</th>
<th>STATE MEAN</th>
<th>NATIONAL MEAN</th>
<th>SIMILAR SCHOOLS MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>611</td>
<td>58 5</td>
<td>+26</td>
<td>580</td>
</tr>
<tr>
<td>WRITING</td>
<td>583</td>
<td>55 2</td>
<td>+31</td>
<td>546</td>
</tr>
<tr>
<td>SPELLING</td>
<td>593</td>
<td>58 4</td>
<td>+9</td>
<td>583</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>587</td>
<td>57 1</td>
<td>+16</td>
<td>568</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>616</td>
<td>59 6</td>
<td>+20</td>
<td>592</td>
</tr>
</tbody>
</table>

There were positive results across the board. The pleasing Writing and Reading scores can be attributed to the Common Assessment Tasks (CATs). The students used a specific genre to write, given the same topic. This focus encouraged students to strive hard to achieve.
The results for the Year 9s was very pleasing as the school performed markedly above state and national averages. In 3 of the 5 categories GMAS also performed above like schools. The two areas where GMAS performed below like schools (and only very marginally) are being addressed this year with more depth and time in the explicit teaching of grammar. The English department focus has also continued to consolidate the emphasis on Writing skills.

The Mathematics department will continue implementing the Australian Curriculum programs in year 9 in 2016. This will continue to expose our students to similar content at this time to that of other states. We have encouraged our extension students to participate in activities such as The APSMO Maths Olympiads and Rotary Science and Engineering Challenge, in order to improve their higher order problem solving skills. We are pleased with the increased number of students achieving in Band 10 and will continue with these types of strategies. The proportion of students achieving scores in the top 20% Nationally has increased from 23% in 2013 to 30% in 2015.

In 2016, we aim to introduce a new extension program available from AAMT for our highest performers in Years 7 – 9.

GEORGIANA MOLLOY ANGLICAN SCHOOL – YR 12 RESULTS ANALYSIS 2015

THE STATISTICS

TOTAL NUMBER OF STUDENTS: 54
TOTAL NUMBER OF ATAR STUDENTS: 45 (83.3%)
TOTAL NUMBER OF VOCATIONAL EDUCATION STUDENTS: 9 (16.6%)
TOTAL NUMBER OF STUDENTS ACHIEVING THE WACE: 55 (100%)

SCHOOLS CURRICULUM AND STANDARD AUTHORITY DATA

SCSA AWARD WINNERS

Amy Bolton – Certificate of Commendation. Awarded to Amy for achieving straight A grades in both year 11 and 12.

SCSA COURSE STATISTICS

COUSES WHERE GMAS OUTPERFORMED THE STATE MEAN (WACE COURSE SCORE):

<table>
<thead>
<tr>
<th>Biological Sciences</th>
<th>Modern History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Economics</td>
<td>Physics</td>
</tr>
<tr>
<td>Italian</td>
<td>Politics and Law</td>
</tr>
<tr>
<td>Mathematics 2CD</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Mathematics Specialist 3CD</td>
<td></td>
</tr>
</tbody>
</table>
AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) STATISTICS

NUMBER OF ATAR STUDENTS GAINING AN ATAR RANK: 45 (81%)

HIGHEST ATAR RANK AT GMAS: Ryan Hopkins (95.70)

MEAN ATAR RANK: 76.00

ATAR PARTICIPATION RATES:

<table>
<thead>
<tr>
<th>Number of Year 12 Cohort</th>
<th>Number Obtaining and ATAR rank</th>
<th>Percentage of Cohort with ATAR rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgina Molloy Anglican School</td>
<td>54</td>
<td>45</td>
</tr>
</tbody>
</table>

COURSE WHERE GMAS OUTPERFORMED THE STATE MEAN (ATAR COURSE SCORE):

- Biological Sciences
- Drama
- Italian
- Mathematics Specialist 3CD
- Modern History
- Outdoor Education
- Physics
- Politics and Law

UNIVERSITY ELIGIBILITY:

NUMBER OF STUDENTS ELIGIBLE FOR 4 UNIVERSITIES: 18

NUMBER OF STUDENTS ELIGIBLE FOR 3 UNIVERSITIES: 11

NUMBER OF STUDENTS ELIGIBLE FOR 2 UNIVERSITIES: 12

NUMBER OF STUDENTS ELIGIBLE FOR 1 UNIVERSITY: 4

UNIVERSITY ENTRY STATISTICS:

NUMBER OF STUDENTS THAT APPLIED FOR UNIVERSITY ENTRY: 43

NUMBER OF STUDENTS OFFERED A UNIVERSITY PLACE: 40 (93%)

NUMBER OF STUDENTS OFFERED THEIR FIRST PREFERENCE: 31 (72%)

VOCATIONAL EDUCATION STATISTICS:

NUMBER OF STUDENTS ENROLLED IN VET PROGRAM: 9 (19%)

NUMBER OF STUDENTS OBTAINING A CERTIFICATE 2 OR HIGHER: 8 (88.8%)
VET PARTICIPATION RATES:

<table>
<thead>
<tr>
<th></th>
<th>Number of Year 12 Cohort</th>
<th>Number completing a VET program</th>
<th>Percentage of Cohort Enrolled in VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgiana Molloy Anglican School</td>
<td>54</td>
<td>9</td>
<td>16.6%</td>
</tr>
</tbody>
</table>

GMAS VET RESULTS:

NUMBER OF STUDENTS WITH A CERTIFICATE 2: 8 (88%)
NUMBER OF STUDENTS WITH A CERTIFICATE 3: 5 (55.5%)
NUMBER OF STUDENTS WITH A CERTIFICATE 4:2 (22.2%)

POST VET DESTINATIONS:

NUMBER OF STUDENTS ENTERING UNIVERSITY: 4 (44.4%)
NUMBER OF STUDENTS OBTAINING FULL TIME EMPLOYMENT: 3 (33.3%)
NUMBER OF STUDENTS ENTERING THE ARMED FORCES: 1 (11.1%)
NUMBER OF STUDENTS ENTERING TAFE: 1 (11.1%)

Teaching Staff, Highest Academic Qualifications
Senior Management Team

Principal: Ted Kosicki, BA, DipEd, MACE, MACEL
Deputy Principal: Jo Burns, BEd, Post GradDipEd, DipT, MACE, MACEL
Head of Senoir School: Stephen Treloar, BSc(Zoology Dist), DipEd
Head of Middle School: Lisa - Maree Ness, DipT
Head of Junior School: Robert Whirlidge, MA Cantab(Land Economy), GradDipEd
Head of Early Childhood: Kathryn Campbell, BEd
Business Manager: Pablo Sandor, BBus(Acc/Fin)
Chaplain: Fr Earle Chamberlain, BATHl,BSocWk
School Psychologist: Anna Owens, BPsych (Hons) GradDipEd
Teaching Staff
Belinda Anderton, BSc, DipEd Cert IV (TAss)
Andrew Bland, BSc, GradDipEd
Fiona Black, BAppSc, GradDipEd, Grad (ECE)
Nikki Bourlet, BAEd (Exons)
Georgia Broad, BEd
Travis Brown, GradDipEd, B(Science)
Marisha Burnside BEd (Early Childhood Studies)
Jacinta Busher, B(Arts) (Early Childhood Ed), BEd
Ross Chambers, BA, GradDipEd
Fiona Chapman, BA, GradDipEd
Bethany Chazen, BA, GradDipEd
Joanne Coleman, BSc, GradDipEd
Rachel Cook, BEd (Primary)
Fiona Craig BA, GradDipEd
Stephanie Creswell, GradDipEd, Combined B(Arts)/B(Commerce)
Ann-Marie Czichy, BA (Training and Development) Post Grad Cert (Career Development) GradDipEd
Sophia Daryan, BA, GradDipEd
Kylie Davis, GradDipEd (Secondary)
Donna Deroost, BMus, PGCE
Philip Deroost, BCom, GradDipEd
Jaimee Dingle, BEd (EC)
Donna Dipane, BA, BEd
Richard Dipane, BA, BEd
Rebecca Douglas, BEd (EC)
Nathan Ducasse, BA(Communications), GradDipEd
Heather Fink, BA (Pol/Philos/Sociol), PostGradDipEd
Michelle Gabelich, Dip Teach (Primary)
Hamish Gibson, BA(Psych), GradDipEd, PCCE(Sec)(Maths)
Laura Gunter, BEd(ECE)
Tracey Herridge, BA, BEd
Carolyn Herring, BA (Media Studies), GradDipEd(Primary)
Lee Jamieson, BEd(ECE)
Sarah Kelly, BEd(ECE)
Anthea Kinison, BA(Hons), PGCE(Primary)
Renee Leach, BEd (Primary) BA(Ed)
Louise Leyden, BEd (Middle Years)
Blanca Madrigal, BH&PE
Kelly Mahoney, BA, DipEd
Rowena May, Bcom, BA, GradDipEd
Greg McDonald, BEd, GradDipAppSc
Julia McDonald, BEd
Abigail McKenzie, BA(Arts), DipEd (Secondary)
Kristin Miles
Kerry Mitchell, BEd, Cert IV (Ass & Training)
Linda Mosen - Lowe, DipEd, MEd, BEd(Hons)
Helen Mullen, BSc, GradDipEd
Sharyn Navier, BSc, Cert III,IV (TA), DipEd (Primary)
Tran Ngo, BEd (Primary)
Dean Owens, BSc, DipEd
Fiona Pates, BPE, GradDipEd (Primary)
Marnie Redstall, BEd (K-7)
Melanie Redman Carr, BEd (K-10)
Emma Reynolds, BEd (commenced Term 4)
Justine Richmond, BA, GradDipEd
Marian Rowe, BSc, GradDipEd, GradCertRE, Med LM
Emma Royer, BEd (Primary)
Louisa Stefanou, BP&HEd, GradDipEd
Angela Spry, BEd (EC)
Brad Taylor, BCom, GradDipEd
Sarah Taylor-Fuller, BSc (Hons), GradDipEd, Cert IV
Kate Telchadder, BMus, MMus
Susan Thompson, DipTeach
Robyn Trewarn, BEd(Primary),DipT
Lucia Vandenbergh, BSc, GradDipEd
Robyn Vogel, BAppSc, GradEd, GradDipMedRep, GradDipEd, CertIV(TAss)
Jillian Wall, Dip Teach(Drama/Eng), AssocDeg(VisArts)
Philip Watts, GradDipEd (Secondary), B(Music)
Hugh Wendelin, GradDipEd (Secondary), B (Exercise & Sports Science)
Christine Williamson, BApSc, DipEd
Annie Winchcombe, BA(VisArts), DipEd, Cert IV (TAss)
Trevor Worrall, BA (Ed)
Jacqui Wright
Jonathon Yates, BEd, Dip Teach

Education Support Staff

Lisa Basell, EA
Val Best, DipNursSci, DipMid, IBCLC, Cert III(EdAss),Cert IV(EdAssSpNds), DipEd support
Pam Gibbons, Cert III(TAss)
Denise Green Cert IV (EdAssSpNds), Cert III & Cert IV (Special needs)
Deborah Harrison, Cert III(TAss), Cert IV (EdSp)
Belinda Hosking, EA
Linda Humphrey, Cert III(TAss)
Jennifer Joslin, DipEdAss
Maree McCauley, Cert III(TAss), Cert IV (EdSp)
Jill Mewett, Cert III(TAss)
Kerri Peters, DipEdAss
Elizabeth Scott, DipChPsych, Cert IV (TASpNds), Cert IV (TAss),Dip Business
Samantha Sharp, Cert IV Education Assistant (Special Needs)
Deborah Treloar, DipLabTech. Cert IV OHS
Sharon Vlam, Cert III(ED Support), Bed
Zena Watts, BArts
David Windsor, EA
Jodie Woods, Cert III (Ed Support), Cert IV (Special Needs)

Peripatetic Music Tutors

Sandra Fellows Piano
Tanya Kavanagh Voice
Kathryn Knoll Piano
Sabine Kozlowski Flute
Tony Lane Violin
Gary Larkin Drums
Serge LeGoueff Clarinet/Saxophone
John Lee        Guitar
Sheryl Manning  Piano
Paul McDaniel   Drum Kit
Angela Slee     Piano
Murray Swain    Trumpet & Trombone
Marlies Smitsfoort  Cello
Peter Warren   Guitar

**Administrative Support Staff**

Wahnita Banwell – Administrative Assistant / Bookkeeper
Karen Beynon – Café Assistant / Part time Reception
David Crossie – Facilities Person
Meretta Curnuck – GMAS Café Manager
Debbie Evans – Senior Book Keeper
Mary Fairhead – Administrative Assistant
Vanessa Fontanella – Student Services Reception PA to Chaplain
Jacinta Foulds – Administrative Assistant / Marketing
Lynley Hay – Personal Assistant to the Principal
Jenelle Holder – Administration Officer VET and Enrichment
Edweena Horsley – Credit Control Officer
Russell Horsley – Maintenance
Janine Johnson - BSc, ICT Technician
Victoria Kearns – Registrar, Timetable & Curriculum Officer
Michelle Knipe – Uniform Shop Manager
Kelvin May – Grounds and Maintenance
Claire Osborne – Grounds & Maintenance
Julie Pollock – Cert IV (Lib & Cultural Services) – Library Assistant
Leanne Senbergs – Café Assistant
Jane Sne, Assoc Deg Sc(LibTech) – Library Technician
Shaun Stennet, ICT Technician
Brynleigh Taylor – Administrative Assistant / Receptionist
Jodie Vickers – Administrative Assistant / Receptionist
Marcus Zulsdorf, BSc (InfoSystems), AssDip (AppliedScComp) – ICT Manager