SCHOOL PERFORMANCE REPORT 2007

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 student’s performance in benchmark tests and Year 12.

Staffing

Staff attendance
The average staff attendance rate in 2007 was 96%.

Staff Retention

In 2007 there was 74 teaching and non teaching staff, many of which were part-time. There were 8 private music tutors. Staff retention was 86%.

In April the Foundation Principal, Mr Ross Switzer, took up a posting in Queensland. During the year one staff member moved overseas, one interstate and one relocated to Perth. At the conclusion of the year one staff member moved overseas, one moved interstate and two moved to schools within the region.

Expenditure on Teacher Professional Development and Learning

All academic staff participated in professional learning of various kinds during 2007. The average cost per staff member for the whole year was $861 with an average of $147 per staff member spent on teacher relief required to cover for staff out of school on professional learning activities.

The members of our teaching and teacher support staff were involved in a wide range of professional development and professional learning.

They included:

- School initiated professional development and learning dealing with school-wide systems, approaches and programs.
- Phase level initiated professional development and learning specific to Early Childhood Schooling.
- Departmental or key learning areas initiated development and learning – including preparation for the first year of Year 12 undertaking TEE including small group moderation.
- Individual teacher initiated professional development and learning.

Professional learning activities were in the form of seminars, conferences, lecture, courses, one-to-one learning and practice workshops.

**Key Student Outcomes**

- The average students attendance rate in 2007 was 95%.
- Non-attendance is managed in a number of ways. Records are maintained of the type of non-attendance (sick, leave, unexplained absence). Once the daily roll is determined, the parents of students who are recorded with unexplained absence are contacted by telephone to confirm the absence. For pastoral reasons students who are absent for three days consecutively are contacted by the class teacher or Head of House to enquire of their wellbeing and to offer work to be sent home.

**Value Added Activities**

Information regarding the School’s extensive co-curricular and pastoral care programs is routinely provided through the weekly publication of “What’s On at GMAS“ and the “Gazette” at the end of each Term and through the School website 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 early Term 1 of 2008.
Summary of 2007 WALNA Testing - Year 3, 5, 7

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Below benchmark</th>
<th>At minimum standard</th>
<th>Average range</th>
<th>Very High Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0</td>
<td>6 13%</td>
<td>33 70%</td>
<td>8 17%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>11 24%</td>
<td>33 70%</td>
<td>3 6%</td>
</tr>
<tr>
<td>Spelling</td>
<td>1 2%</td>
<td>5 11%</td>
<td>39 83%</td>
<td>2 4%</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2 4%</td>
<td>4 9%</td>
<td>39 83%</td>
<td>2 4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Below benchmark</th>
<th>At minimum standard</th>
<th>Average range</th>
<th>Very High Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0</td>
<td>2 6%</td>
<td>25 81%</td>
<td>4 13%</td>
</tr>
<tr>
<td>Writing</td>
<td>2 6%</td>
<td>6 19%</td>
<td>19 62%</td>
<td>4 13%</td>
</tr>
<tr>
<td>Spelling</td>
<td>2 6%</td>
<td>8 26%</td>
<td>19 62%</td>
<td>2 6%</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0 2%</td>
<td>2 6%</td>
<td>25 81%</td>
<td>4 13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Below benchmark</th>
<th>At minimum standard</th>
<th>Average range</th>
<th>Very High Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2 3%</td>
<td>8 12%</td>
<td>46 69%</td>
<td>11 16%</td>
</tr>
<tr>
<td>Writing</td>
<td>4 6%</td>
<td>8 12%</td>
<td>46 69%</td>
<td>9 13%</td>
</tr>
<tr>
<td>Spelling</td>
<td>2 3%</td>
<td>8 12%</td>
<td>50 75%</td>
<td>7 10%</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2 3%</td>
<td>10 15%</td>
<td>49 73%</td>
<td>6 9%</td>
</tr>
</tbody>
</table>

**WALNA ANALYSIS 2007**

**Year 3**
47 students took the tests. The results were allocated across Bands from 1 to 6. In Reading, 17% of the students gained a Band 6 the highest band for this group. In Writing 6% scored in the very high range. In Spelling 4% scored in the average and very high range. 2% were below the benchmark. In Numeracy 4% scored in the very high range. 4% were below the benchmark. Grammar and Punctuation were not assessed as part of the WALNA testing. A number of students achieved in the very high bands in all 4 areas.

**Year 5**
31 students took the tests. Reading and Numeracy results were very strong. The majority of the students 94% got scores in bands 4, 5 and 6 (the top bands for this group.) In Writing 13% of students scored in the very high range. 6% scored below the benchmark. In Spelling 6% of students scored in the average to very high range. 6% scored below the benchmark. Grammar and Punctuation were not assessed as part of the WALNA testing. These students have been particularly strong in previous years, too.
Year 7
67 students took the test.
In Reading 16% of students scored in the very high range.
In Writing 13% of students scored in the very high range.
In Spelling 10% of the students scored in the very high range.
In Numeracy 9% of the students scored in the very high range.
Grammar and Punctuation were not assessed as part of the WALNA testing.
A number of students scored in the very high bands across most of the areas.

Year 9
Year 9s did not sit the WALNA tests in 2007.

CONCLUSIONS
- The small number of students in the Year 5 group is a result of the change of the Government's School age entry to much earlier in the school year.
- In 2007 the Junior School took on a whole School approach to the Spelling Soundwaves programme which has had an impact on the teaching of spelling across the Junior School.
- The AR reading programme had been running in the Junior School for 4 years resulting in significant numbers in the average and very high bands for the groups.
- All of the Junior School classes used the WA Maths programme in 2007 and this gave teachers a clear direction for teaching.

In 2007 GMAS had no students in Year 12. As such no data is available in relation to:
- Tertiary Entrance Ranks
- Wholly School Assessed Results
- University Minimum entry level (TER)
- Post School Destinations
- University Offers and Acceptances
Teaching Staff, Highest Academic Qualifications

The School Staff

Senior Management Team

Principal Ross Switzer; M.Ed., B.Ed.St, Dipl, MACE, MACEL (Term 1)
Deputy Principal Ted Kosicki, BA, Dip.Ed. (Acting Principal Term 2)
Head of Middle School Adrian Scott, B.Ed., Dip T, Tch.Cert.
Business Manager Stuart Sibbald, B.Eng., C.P.Eng.
Chaplain Fr Earle Chamberlain, B.Soc.Work

Teaching Staff

Shirley Anderson, Dip.T
Kate Arkwright, B.A., Grad.Dip.Ed.
Gemma Blackwell, B.Ed.
Kathryn Campbell, B.Ed.
Rose Cardinal, Dip.T,Cert.T
Joanne Coleman, B.Sc.,Grad.Dip.Ed.
Donna Deroost, B.Mus.(Hons.), PGCE.
Diane Edmonds, B.Ed, Dip.T
Jennine Frost, Dip.T
Leona Goodchild, B.Ed.
Jillian Haydock Dip.T, Assoc.Deg.Vis.Arts (Terms 2- 4)
Barry Hicks, B.Sc., Grad.Dip,Ed. (Term 1)
Vanessa Hicks, Dip.T
Assess.& Workpl.Train.(Term 1 -2)
Jemma Link, B.Asian St,Grad.Dip.Ed.
Bettina Martin, B.Ed.
Joel Martin, B.Ed.
Cathrine McLeod, B.A., B.Ed.(Hons.)
Kate Melia, B.Sc., Grad.Dip.Ed.
Emily Moore, B.Ed., Grad.Cert.(E.C.E.)
Mark Nagtzaam, B.Ed.
Lisa-Maree Ness, Dip.T
Catherine Pearce, B.Ed.
Justine Richmond, B.A.
Nigel Snelson, B.Sc.(Hons.), Lic.T
Stephen Treloar B.Sc., Dip.Ed.
Steven Tully B.A.(Hons.), PGCE. (Term 2 - 4)
Adele Wells, B.Ed.
Jonathon Yates, Dip.T

Peripatetic Music Tutors
Sandra Fellows — Piano
Marino Grace - Saxophone and Clarinet
John Lee - Guitar
Sheryl Manning - Piano
Dave Russell - Flute
Deanna Scott- Cello, Violin and Voice
Gordon Sellars - Brass
Kate Telchadder - Brass

Teacher Aides
Jacquie Axon (Term 4)
Valeta Best (Terms 2 - 4)
Caroline Davies (Terms 3 and 4)
Peter Frost
Deborah Harrison
Jennifer Joslin
Maree McCauley
Jill Mewett
Kerri Peters
Elizabeth Scott
Suzanne Spath (Terms 1 - 3)
Deborah Treloar
Administrative Support Staff
Sue Corn – Café GMAS
Meretta Curnuck - Café GMAS
Debbie Daniels - Administrative Assistant (Term 4)
Vanessa Davis - Administrative Assistant (Terms 2 - 4)
Debbie Evans — Senior Book Keeper
Rae Fitzpatrick - Resource Centre Assistant
Natalie Gordon - Principal’s Assistant / Registrar
Leigh-Aire Hall - Senior Manager’s Secretary
Edweena Horsley — Administrative Assistant
Janine Johnson · ICT Technician (Term 4)
Chad Roberts - ICT Technician (Terms 1 — 3)
Pablo Sandor- B.Bus (Acc & Fin) Accountant
Tina Singleton - Uniform Centre (Terms 2 — 4)
Jenny Switzer B.Ed. (Home Ec.) (Term 1)