SCHOOL PERFORMANCE REPORT 2008

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 2008 was 96%.

Staff Retention
The percentage of staff retained from 2007 to 2008 was 81%.

There is always a natural migration of staff away from a school. In each case staff have moved and relocated to schools outside the Busselton region. A number of staff successfully applied for a one year leave of absence, including the undertaking of a teacher exchange program. Six staff moved to other schools in the ASC system, including one to a promotional position of Deputy Principal. GMAS is still a developing school and as such it has been necessary to increase our staffing to meet the needs of subject offerings and student numbers.

Staffing numbers from 2007 to 2008 increased from 70 to 87. There were 8 private music tutors.

Expenditure on Teacher Professional Development and Learning

All academic staff participated in professional learning of various kinds during 2008. The average cost per staff member for the whole year was $595 with an average of $155 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 and 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.
Individual teacher initiated professional development and learning.

The following were presented to all staff at the nominated staff development days: training in various aspects of Information and Communication Technology (ICT), cyber bullying, stress and staff wellbeing, autism, senior first aid, drugs and the adolescent, programming for gifted and talented child.

Other types of professional learning included: curriculum and skills development in literacy and numeracy, particularly in the Primary School, Sustainable Schools Initiative, preparation for the introduction of new curriculum courses of study, small group moderation, pastoral care and many other topics relevant to individual teachers or subject departments.

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 2008 was 94%.
- Once the daily roll is determined the parents of students who are recorded with unexplained absence are sent an automatically generated an 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 Head of House to enquire of their wellbeing and to offer work to be sent home.
- Retention rate for Years 9 – 12 was 96%.

**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](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 early Term 1 of 2009.
Summary of NAPLAN Testing - Year 3, 5, 7, 9

<table>
<thead>
<tr>
<th>2008 NAPLAN</th>
<th></th>
<th>At minimum standard</th>
<th>Average range</th>
<th>Very High Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 3</strong></td>
<td>Below benchmark</td>
<td>3 5%</td>
<td>4 7%</td>
<td>25 46%</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>Writing 3 5%</td>
<td>7 14%</td>
<td>42 76%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>3 5%</td>
<td>8 15%</td>
<td>31 56%</td>
</tr>
<tr>
<td>Grammar/</td>
<td></td>
<td>2 4%</td>
<td>4 7%</td>
<td>32 58%</td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
<td>Numeracy 2 4%</td>
<td>5 8%</td>
<td>35 64%</td>
</tr>
</tbody>
</table>

| 2008 NAPLAN    |             | At minimum standard | Average range | Very High Range |
| **YEAR 5**     | Below benchmark | 3 5% | 4 7% | 25 46% | 23 42% |
| Reading        |             | Writing 3 5% | 7 14% | 42 76% | 3 5% |
| Spelling       |             | 3 5% | 8 15% | 31 56% | 13 24% |
| Grammar/       |             | 2 4% | 4 7% | 32 58% | 17 31% |
| Punctuation    |             | Numeracy 2 4% | 5 8% | 35 64% | 13 24% |

| 2008 NAPLAN    |             | At minimum standard | Average range | Very High Range |
| **YEAR 7**     | Below benchmark | 1 1% | 8 10% | 60 74% | 12 15% |
| Reading        |             | Writing 0 8% | 10% | 62 76% | 11 14% |
| Spelling       |             | 4 5% | 9 11% | 65 68% | 13 16% |
| Grammar/       |             | 8 10% | 13 16% | 51 63% | 9 11% |
| Punctuation    |             | Numeracy 1 1% | 11 14% | 58 71% | 11 14% |

| 2008 NAPLAN    |             | At minimum standard | Average range | Very High Range |
| **YEAR 9**     | Below benchmark | 6 5% | 22 20% | 68 61% | 16 14% |
| Reading        |             | Writing 14 13% | 26 23% | 57 51% | 15 13% |
| Spelling       |             | 13 12% | 32 30% | 59 52% | 7 6% |
| Grammar/       |             | 14 13% | 20 19% | 61 54% | 16 14% |
| Punctuation    |             | Numeracy 4 4% | 22 20% | 74 66% | 12 10% |

GMAS students performed well, with a majority of students in all year groups achieving in the average or very high ranges across all subject areas. It is worth noting that because of different age admissions across Australian schools, students in WA who took the tests were actually a year younger than counterparts in the Eastern States. For example, a Year 5 student in NSW is one year older than a Year 5 student in WA.

**Year 3**

GMAS had 52 Year 3 students take these tests. The results were allocated across six Bands, from 1 to 6. In Reading, 10% of students gained a Band 6 (the highest Band for this age group), compared with 15% for the state. In Writing,
6% gained a Band 6 compared with 11% for the state. In Numeracy, 66% of students gained a Band 4 or 5 compared to 47% for the state.

- The Year 3 cohort achieved relatively strong results across all subject areas. Writing results were outstanding, with 100% students achieving above national minimum standard.
- The Year 3 results in Numeracy and Spelling have improved in the past three years, with more students moving into the average and very high ranges of scores. The Year 3 Reading results dipped slightly this year when compared with the previous two years, while their Writing results have been consistently strong over the past three years.
- The Year 3 cohort that took the WALNA test in 2006 showed a general improvement in their results when they took the NAPLAN tests as Year 5s in 2008, although their reading results dropped slightly.

**Year 5**
GMAS had 54 students take the tests. The results were allocated across five Bands, from 3 to 8. In Reading, 47% of students gained a Band 7 or 8, compared to 23% for the state. In Spelling, 24% of students gained a Band 7 or 8, compared to 20% for the state. In Numeracy, 24% of students gained a Band 7 or 8 compared to 13% for the state.

- There are a significant number of Year 5 students achieving outstanding results in all areas. Year 5s achieved particularly strong results in Punctuation and Grammar.
- The Year 5 Reading results have dipped slightly this year, while their Writing and Spelling results showed an upward trend from last year. This year group has consistently achieved strong results in Numeracy over the past three years.
- The Year 5 cohort that took the 2006 WALNA tests showed little change in their results when they took the NAPLAN tests as Year 7s in 2008.

**Year 7**
GMAS had 81 students take the tests. The results were allocated across six Bands, from 4 to 9. In Writing, 14% of students gained a band 8 or 9 compared to 20% for the state. In Numeracy, 14% of students achieved a Band of 8 or 9 compared to 23% for the State.

- Year 7s achieved strong results particularly in Writing.
- Year 7 Reading, Writing and Spelling results have continually improved over the last three years. Their Numeracy results improved slightly upon last year’s result.
- The Year 7 cohort that took the WALNA tests in 2006 showed an improvement in their Spelling results when they sat the 2008 NAPLAN test as Year 9s, while their results for Reading and Numeracy remained stable.
Their 2008 NAPLAN writing results dropped when compared with the 2006 WALNA.

Year 9
GMAS had 110 students take the tests. The results were allocated across six Bands, from 5 to 10. In Reading, 14% of students gained a Band 8 or 9 compared to 17% for the state. In Writing, 16% of students achieved a Band 9 or 10 compared with 18% for the state. In Numeracy, 14% of students achieved a Band 9 or 10 compared with 18% for the state.

- There is no WALNA data for Year 9, however, this year's NAPLAN results show they achieved weaker scores across most learning areas when compared with Years 3, 5 and 7, particularly Writing, Spelling and Grammar. Reading and Numeracy were the strongest results. Across all learning areas, the Year 9 results were lower than the whole-school results.
- It should be noted that this cohort has achieved consistently weak results since the inception of GMAS.

CONCLUSIONS

- The majority of students achieving results below the national minimum standard have known or diagnosed learning disorders or difficulties.
- A third of the Year 9 students who took the 2008 NAPLAN test were new students who had arrived at the school over the last 2 years. Many of these new students had low literacy levels when they arrived at the school. There are also eight students in this cohort who have diagnosed learning disorders.
- A general improvement in test scores for Years 3, 5 and 7 over the past three years is noted, with more students moving into the average and high ranges. One possible interpretation of the trend of stronger results across all areas as the year levels get lower is that as the school matures the Junior School teachers are continually developing and achieving better and better teaching strategies, programmes and resources.
- Curriculum Leaders and Heads of Department have analysed the specific areas of student weakness and developed the programming accordingly.
- Undertake enrichment classes for groups of 6-8 students in an intensive program for those students who are below benchmarks in the tests.
- The Soundwaves spelling program has been very successful in improving spelling results and should be continued.
- Provided students with the necessary technique and skill to attempt NAPLAN testing.
• Continue to give training to teachers in direct reading instruction programs.

**The Charts below show the performance of Year 12 students in 2008**

Tertiary Entrance Ranks

<table>
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<th>Female</th>
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<tr>
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</tr>
<tr>
<td>80 – 90</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>70 – 80</td>
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</tr>
<tr>
<td>60 – 70</td>
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Wholly School Assessed Results

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<th>Number of A grades</th>
<th>Male</th>
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<td>0</td>
<td>1</td>
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</table>

• Students undertake Vocation Education training program = 26%
• Students attaining a Year 12 certificated or equivalent = 90.48%

University Minimum entry level (TER).

UWA = 80  CURTIN = 70  MURDOCH = 65  ECU = 60

Students qualifying = 12 (100 %)
Post School Destinations:

Five students applied for TAFEWA for courses in 2009 and all met the eligibility criteria.

<table>
<thead>
<tr>
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<tr>
<td>Accepted Offer</td>
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<td>1&lt;sup&gt;st&lt;/sup&gt; Choice</td>
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<tr>
<td></td>
<td></td>
<td>0 On other than 1&lt;sup&gt;st&lt;/sup&gt; Choice</td>
</tr>
<tr>
<td>Lapsed</td>
<td>0</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; and only Choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 1&lt;sup&gt;st&lt;/sup&gt; Choice with other preference</td>
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<td></td>
<td></td>
<td>0 On other than 1&lt;sup&gt;st&lt;/sup&gt; Choice</td>
</tr>
<tr>
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<td>0</td>
<td>No Offer made</td>
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<tr>
<td>Did not meet Entry</td>
<td>0</td>
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<tr>
<td>requirements</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
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UNIVERSITY OFFER AND ACCEPTANCES

Comparison to State figures:

<table>
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<tr>
<th></th>
<th>Georgiana Molloy Anglican School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Applied</td>
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</tr>
<tr>
<td>Offered</td>
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<td>Enrolled</td>
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<tr>
<td>Deferred</td>
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</tr>
<tr>
<td>Total</td>
<td>12</td>
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</table>

Five students are working in different fields and unsure of what to do at this stage.
Comment on 2008 TEE Results

Twenty two, (13 girls and 9 boys) Year 12 students completed Year 12 in 2008. Each of the students were extended over the years and many achieved beyond expectations, acknowledged by the emails and phone calls from parents of the students thanking the school for their part in pushing their child beyond their expectations.

The percentage of students with four Tertiary Entrance Rank (TER) subjects was 80.95, a result that is better than many of the larger, well established independent schools. Our highest TER was 90.95. This equates to this student being in the top 9.05% of the State.

Of the twelve students who applied all gained entry to University via direct entry while two students can access a university via a folio resume or a University Preparation Course. Christie Fleming gained a scholarship to help her studies at Edith Cowan University.

Twenty one students completed their studies with the view to graduation. Two of the twenty one students were not successful; as such GMAS had a 90% graduation rate. The small number of students attempting TEE magnified any negative outcome; this was true for all schools in WA.

As a result of the 2008 data the following was put in place in 2009 to assist students and staff in their preparation for year 12 studies.

- There was an internal audit of all year 11 and 12 teaching learning areas to enhance teaching and learning.
- Tertiary Institutions Service Centre (TISC) and Curriculum Council of Western Australia (CCWA) data was comprehensively analysed.
- Due to a small cohort in Year 12 in 2008, composite classes were used to expand upon course delivery. There has been a move to address and reduce the amount of composite classes in Year 12 for 2009.
- There has been a move to increase access for students to a greater array of past papers in both year 11 and specifically Year 12.
- Prerequisites have been put in place for Year 11 and 12 student course selections.
- Professional development for staff involved in Course of Study preparation has been expanded upon.
- Students have had tutorials on study skill techniques.
- Study groups have been established both in and out of school to promote academic rigour and collaborative competition.
- Academic scholarship were introduced for Years 7, 8, and 11 students to attract, enhance and maintain academic rigour.
- A greater degree of counselling for students has been actioned– stressing the importance about their grades and performance affecting others.
- A Vocational Education & Training coordinator has been employed to assist in the careers field.
• GMAS has been a growing and evolving school developing from Year 6 through to senior high school. The Principal has changed the structure of teaching so that specialist teachers are now placed in front of children in Years 7 - 12.
• The introduction of academic streaming of classes that enabled like ability children to work as a cohort, freeing up teachers to focus on gifted students and have smaller classes and additional teaching staff to assist these students who need enrichment support.
• To better prepare students for academic rigour, examinations were introduced into Years 7, 8 and 9.
• The introduction of a co-ordinator for Years K – 2 and Years 3 – 6 to assist Junior Staff and the Head of Junior School in curriculum development.
• The employment of a Gifted and Talented educational specialist.
• The introduction of a teaching mentor program where all staff engage in a programme of observation and supervision as we assist each other in the best classroom practice.
• Senior staff visitation of well established schools to further develop the analysing of TEE data and researching best curriculum practice.
Teaching Staff, Highest Academic Qualifications

The School Staff

Senior Management Team
Deputy Principal Ted Kosicki, BA, Dip.Ed.
Head of Middle School Adrian Scott, B.Ed., Dip.T., Tch.Cert.
Chaplain Fr Earle Chamberlain, B.Soc.Work

Teaching Staff
Shirley Anderson, Dip.T.
Kate Arkwright, B.A., Grad.Dip.Ed.
Gemma Blackwell, B.Ed.
Rachel Brogan, B.Ed.
Kathryn Campbell, B.Ed.
Joanne Coleman, B.Sc.,Grad.Dip.Ed.
Donna Deroost, B.Mus.(Hons.), PGCE.
Diane Edmonds, B.Ed.,Dip.T.
Michael Fewster, B.Ed, Dip.T.
Jennine Frost, Dip.T.
Leona Goodchild, B.Ed.
Jordanna Hall, B.A.(Fine Arts),Grad.Dip.Ed.(Terms 3 - 4)
Coby Henderson, B.Sc.,Grad.Dip.Ed. (Terms 1 - 2)
Alison Lanigan, Dip.T.
Jemma Link, B.Asian St.,Grad.Dip.Ed.
Robert Manning, B.Ed.
Bettina Martin, B.Ed.
Joel Martin, B.Ed.
Emily McFarlane, B.Comm., Grad.Dip.Ed.
Cathrine McLeod, B.A., B.Ed.(Hons.)
Kate Melia, B.Sc.,Grad.Dip.Ed.
Kelly Morgan, B.Ed.
Mark Nagtzaam, B.Ed.
Lisa-Maree Ness, Dip.T.
Emily Old, B.Ed.,Grad.Cert.(E.C.E.) (Term 1)
Fiona Pates, B.P.E, Grad.Dip.Ed.
Catherine Pearce, B.Ed.
Justine Richmond, B.A.
Kirsten Roberts, B.Ed.
Nigel Snelson, B.Sc.(Hons.),Lic.T.
Michelle Taylor, Dip. Children's Services, Cert. IV TAA, Cert. IV HBCC
Stephen Treloar, B.Sc., Dip.Ed.
Father Graeme Weaver, B.Ed., Dip.T., THC, T.C, RFM, MACE
Adele Wells, B.Ed.
Jonathon Yates, Dip.T.

Peripatetic Music Tutors
Sandra Fellows - Piano
Marina Grace – Saxophone and Clarinet
Jessica Johnson - Violin
John Lee - Guitar
Sheryl Manning - Piano
Dave Russell – Flute
Deanna Scott- Cello, Violin and Voice
Gordon Sellars - Brass

Teacher Aides
Jacquie Axon, Cert III (T.Ass.)
Ros Campbell, Dip. (Dent.Th.), Cert. III (Ch. Stud.), Cert. III (Art & Des.)
Caroline Davies (Terms 1-2)
Peter Frost, B.A.(Industry Design)
Deborah Harrison, Cert.III (T.Ass.)
Linda Humphrey, Cert.III (T.Ass.)
Jennifer Joslin, Dip.(Ed.Ass.)
Maree McCauley, Cert.III (T. Ass.)
J ill Mewett, Cert.III (T.Ass.)
Kerri Peters, Dip.(Ed.Ass.)
Elizabeth Scott, Dip.(Ch.Psych.), Cert.IV(TA-Sp.Nds), Cert. III (T.Ass.)
Deborah Treloar, Dip.(Lab.Tech.)

Administrative Support Staff
Sue Corn - Café GMAS Manager
Meretta Curnuck - Café GMAS Assistant
Vanessa Davis – Administrative Assistant
Debbie Evans – Senior Book Keeper
Rae Fitzpatrick – Resource Centre Assistant
Natalie Gordon – Principal’s Assistant
Leigh-Aire Hall – School Executive Secretary
Edweena Horsley - Administrative Assistant
Janine Johnson - ICT Technician
Brad Nazzari – Property Manager
Pablo Sandor, B.Bus (Acc&Finance) - Accountant
Tina Singleton – Uniform Centre
Jodie Vickers - Registrar