SCHOOL PERFORMANCE REPORT 2009

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 2009 was 92%.

Staff Retention

In 2009 there were 79 teaching and non teaching staff. Staff retention was 89%.

There were 12 private music tutors.

Expenditure on Teacher Professional Development and Learning

All academic staff participated in professional learning of various kinds during 2009. The average cost per staff member for the whole year was $610 with an average of $173 per staff member spent on teacher relief required to cover for staff out of school on professional learning activities.

The types of professional learning were many and varies 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 on: Interactive White Boards; MAZE system and reporting, cyber bullying,
stress and staff well being, autism, senior first aid, Epi-pen, drugs and the
adolescent, mandatory reporting for abused children, programming for gifted
and talented children.

Other types of professional learning included: curriculum and skills development
in literacy and numeracy, particularly in the Primary School, preparation for the
introduction of new curriculum courses of study, small group moderation,
pastoral care, national curriculum 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.

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

Key Student Outcomes

- The average students attendance rate in 2009 was 95%.

- 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 Head of House to enquire of their wellbeing and to offer work
  to be sent home.

- Retention rate for Years 9 - 12 was 88%.

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 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 2010.
Summary of NAPLAN Testing - Year 3, 5, 7, 9

Overall the School is pleased with the results. GMAS achieved above the Australian Schools Mean results in most subject areas and year groups. Though the Year 9 results are an improvement from that of 2008, it is this cohort that is of the most concern and one we will need to maintain a particular focus.

We are presently identifying students at the Below Benchmark who arrived to GMAS in Year 8 or 9 and plotting the progress of students who were at GMAS and sat for the then WALNA testing. On the positive side, despite several students being below benchmark in the Year 9 cohort, their overall results are still above the National Schools mean and we know that many of these students are in the top 10% nationally.

Consistent with National reporting requirement the results will be published on our website and in time on ACARA's (Australian Curriculum, Assessment and Reporting Authority) website.

Below is a table with percentage break down of student results with some conclusions at the bottom of each table.

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>2008 NAPLAN</th>
<th>2009 NAPLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below benchmark</td>
<td>At minimum standard</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

**Conclusions:**

- Year 3s showed significant improvement on last year's results, with no students under benchmark this year. The percentage of students achieving in the very high range (top 20% of schools) increased significantly from last year across all subjects.
- This year group achieved above the All Australian Schools Mean in writing.
Conclusions

- Year 5s made a significant improvement in numeracy results this year, with no students under the benchmark, as opposed to 7 percent last year.
- The number of students achieving in the very high range dropped slightly from last year, with the exception of writing.
- This cohort achieved above the All Australian Schools mean results in all subjects, an excellent result.

Conclusions

- Year 7s made a big improvement in their grammar and punctuation results, with no students under the benchmark, as opposed to 10% last year. The number of students achieving in the very high range for grammar and punctuation rose by 29%.
- The number of students achieving in the very high range rose significantly from last year across all subjects.
- This cohort achieved above the All Australian Schools mean results in all subjects, an excellent result.
In Writing, results dipped slightly from last year, with 5% of students falling below the benchmark, however, more students achieved in the very high range than last year.

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>2008 NAPLAN</th>
<th>2009 NAPLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below benchmark</td>
<td>At minimum standard</td>
</tr>
<tr>
<td>Reading</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

Conclusions

- The Year 9s results improved on last year, with fewer students under benchmarks across all subjects. However, there is still a percentage of students below benchmark in all subjects except numeracy.
- The number of students achieving in the very high range rose significantly across all subjects.
- This cohort achieved above the All Australian Schools mean results in all subjects except spelling.

2007 Year 7 Vs 2009 Year 9

This table shows the progress of the 2007 Year 7 cohort by indicating the performance of the year group in the 2007 WALNA test, and their performance as Year 9s in the 2009 NAPLAN test. All figures are percentages.

The figures in brackets indicate the percentage of those Year 9 students in each band who were new to GMAS as of the start of 2008, and who therefore did not sit the 2007 WALNA test at GMAS.
The Charts below show the performance of Year 12 students in 2009

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>80 – 90</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>70 – 80</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>60 – 70</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Wholly School Assessed Results

<table>
<thead>
<tr>
<th>Number of A grades</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

University Minimum entry level (TER)

UWA = 80  CURTIN = 70  MURDOCH = 70  ECU = 55

Students qualifying for university = 22 students (100%)

In 2009 Georgiana Molloy Anglican School had 38 Year 12 students in total with the cohort consisting of 22 girls and 16 boys. This cohort achieved a graduation (Western Australian Certificate of Education) rate of 100%.

In 2009 GMAS was listed in the first 50 (41) TEE/WACE course exam schools. This was based on the percentage of full-time students in the school who completed four or more TEE subjects/WACE courses examinations and achieved an average scaled score in the top third of the average scaled scores.
The number of full-time eligible students with 4+ scaled scores was twenty five (generally four scaled scores are required for a TER Tertiary Entrance Rank). Of this cohort, seventeen students had a TER (4 subject TER) above 75 (this places these students in the top 25% of the state cohort). The highest TER obtained was 93.95.

Five students achieved a TER greater than 90 (in the top 10% of the state).

The percentage of students who sat four or more TEE/WACE examinations was 65.78%.

All of the tertiary bound students who applied via the Tertiary Institutions Service Centre (TISC) for university entrance gained entry to a university.

Nineteen students (50% of the cohort) participated in Vocational Education and Training (VET) studies. Of these, 63% achieved a full qualification.

One student was awarded a WA Curriculum Council Certificate of Excellence.

**State Comparisons**

The Average Scaled marks of students in the state having four or more scaled marks and eligible to graduate have been distributed across three equal sized categories of achievement – designated Low, Mid and High. Across the state it is expected that such a distribution should place about 33% into each category. The table below provides the percentage of the GMAS cohort in each of these three broad bands. The excellent work undertaken by staff ensured a reduction in the lower end of the scale of marks.

Distribution of Average Scaled Marks of eligible students who have 4 or more scaled marks.

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Mid</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>% for GMAS</td>
<td>20</td>
<td>44</td>
<td>36</td>
</tr>
<tr>
<td>Expected % for state</td>
<td>33.33</td>
<td>33.33</td>
<td>33.33</td>
</tr>
</tbody>
</table>

This statistic emphasises the larger cohort of students at our school than in 2008 and the positive impact of such numbers on the distribution.
**General Comments**

The results of the 2009 cohort when placed in context with actual student achievement in a non-selective, open entry school reflect the dedication by staff in assisting students reach their potential.

There has been a positive impact on the delivery of curriculum from staff employed into specific learning areas and year levels. This has lead to greater consistency in internal comparability and moderation. As a result, most staff have been teaching inside of their major learning areas.

Students in Year 12 have had extra tuition to improve upon work habits coupled with less absences from school due to improvements in the school environment. In a relatively small cohort this has had a profound influence on the other students.

Internal audits of all teaching learning programmes has assisted preparation of students in year 12 courses. The move to lower the amount of composite classes in Tertiary Entrance Subjects has assisted students in course delivery and given students move effective class tuition.

A greater amount of resources has been collected to assist students with Tertiary Entrance Examinations.

Prerequisites that have been enacted for Year 11 and 12 student course selections have proven effective in tertiary preparation.

Greater emphasis has been placed on school assessment practices for each student to accurately reflect the examination marks attained at school.

Study groups have continued after school hours to further promote rigour and collaborative competition amongst the student cohort.
Post School Destinations

5 students undertook the VET program. One student was awarded a WA Curriculum Council Certificate of Excellence.

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted Offer</td>
<td>2 Enrolled for 2010 all took a Gap year for 2009</td>
</tr>
<tr>
<td>Lapsed</td>
<td>0</td>
</tr>
<tr>
<td>No Offer</td>
<td>0</td>
</tr>
<tr>
<td>Did not meet Entry requirements</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

Two students applied for TAFEWA for courses in 2010 and all met the eligibility criteria.

Many pathways were pursued by students at the end of 2009 including Automotive, carpentry, horticultural and electrical apprenticeships.

UNIVERSITY OFFER AND ACCEPTANCES
Comparison to State figures:

<table>
<thead>
<tr>
<th>Georgiana Molloy Anglican School</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offered</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Deferred</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>
Teaching Staff, Highest Academic Qualifications

Senior Management Team
Deputy Principal Ted Kosicki, BA, Dip Ed, MACE, MACEL
Head of Secondary School Simon Lees M.Ed(Leadership), P.G.C.E, BA (Hons), MACE, MACEL.
Business Manager Ann Willis, B.Sc(Hons.)(Comp&Stats.), Grad.Dip.(Town&Reg Plan.), M.B. Admin.
Chaplain Fr Earle Chamberlain, B.Soc.Work

Teaching Staff

Shirley Anderson, Dip.T.
Rachel Brogan, B.Ed
Kathryn Campbell, B.Ed
Joanne Coleman, B.Sc., Grad.Dip.Ed
Donna Deroost, B.Mus.( Hons.), PGCE
Phillip Deroost, B.Comm., Grad.Dip.Ed
James Dwyer, BSc(Exe Hons), GTTP, QTS
Michael Fewster, B.Ed, Dip.T.
Jennine Frost, Dip.T.
Stefan Gerrard, B.A.(Hons).,Dip.TEFLA, PGCE (Exchange teacher from UK)
Hamish Gibson, BA (Psych.), Grad.Dip.Ed., PCCE ( Sec. Maths.)
Laura Gunter, B.Ed(ECE)
Sharon Hanson, B.A.(Ed)., B.Ed., Grad.Dip(Info.Sc.)., Grad.Cert.( G&T Ed)
Tracey Herridge, B.A., B.Ed.
Sarah Kelly, B.Ed(ECE).
Jane Kirkham, M.Ed(Ed.Psych.), BA(Hons), PGCE,
Alison Laniagan, Dip.T.
Robert Manning, B.Ed
Kate Melia, B.Sc.,Grad.Dip.Ed.
Kelly Morgan, B.Ed
Mark Nagtzaam, B.Ed.
Lisa-Maree Ness, Dip.T.
Tran Ngo, B.Ed(Primary).
Fiona Pates, B.P.E, Grad.Dip.Ed.
Catherine Pearce, B.Ed.,M.Ed
Helen Pye, B.Sc(Biology),Grad.Dip.Ed
Justine Richmond, B.A.
Jillian Saunders, Dip.T.(Drama & Eng.), Assoc.Deg.(Visual Arts)
Nigel Snelson, B.Sc.(Hons.),Lic.T.
Michelle Taylor, Dip.Children's Services, Cert.IV TAA, Cert.IV HBCC
Rachel Telford, B.Ed(Primary)
Stephen Treloar, B.Sc.,Dip.Ed.
Robyn Trewarn, Dip.T.,B.Ed(Primary).
Father Graeme Weaver, B.Ed.,Dip.T.,THC,T.C,RFM,MACE
Adele Wells, B.Ed.
Jonathon Yates, Dip.T.B.Ed.

Peripatetic Music Tutors

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piano</td>
<td>Sandra Fellows</td>
</tr>
<tr>
<td>Piano</td>
<td>Sheryl Manning</td>
</tr>
<tr>
<td>Piano/Guitar</td>
<td>Marion Chiffings</td>
</tr>
<tr>
<td>Guitar</td>
<td>John Lee</td>
</tr>
<tr>
<td>Percussion</td>
<td>Paul McDaniel</td>
</tr>
<tr>
<td>Brass</td>
<td>Gordon Sellar</td>
</tr>
<tr>
<td>Flute</td>
<td>Sabine Kozlowski</td>
</tr>
<tr>
<td>Clarinet/Saxophone</td>
<td>Marina Grace</td>
</tr>
<tr>
<td>Violin</td>
<td>Kate Telchadder</td>
</tr>
<tr>
<td>'Cello</td>
<td>Sophie Glasson</td>
</tr>
<tr>
<td>Voice</td>
<td>Talynt Colley</td>
</tr>
<tr>
<td>Voice</td>
<td>Jennifer Kneale</td>
</tr>
</tbody>
</table>

Teacher Aides

Jacquie Axon, Cert III(T.Ass.)
Peter Frost, B.A(Design)
Deborah Harrison, Cert.III (T.Ass.)
Linda Humphrey, Cert.III(T.Ass)
Jennifer Joslin, Dip.(Ed.Ass.)
Maree McCauley, Cert.III(T.Ass)
Jill Mewett, Cert III(T.Ass)
Kerri Peters, Dip.(Ed.Ass.)
Deborah Treloar, Dip.(Lab Tech.)

**Administrative Support Staff**

Sue Corn - Cafe GMAS Manager
Meretta Curnuck - Cafe GMAS Assistant
Vanessa Davis - Administrative Assistant
Debbie Evans - Senior Book Keeper
Natalie Gordon - Principal's Assistant
Leigh-Aire Hall - School Executive Secretary
Edweena Horsley - Administrative Assistant
Janine Johnson - ICT Technician
Brad Nazarri - Property Manager
Pablo Sandor - B.Bus ( Acc.,Fin) - Accountant
Tina Singleton - Uniform Centre
Jane Sne, Assoc.Deg.Sc ( Lib.Tech) -Library Technician
Jodie Vickers - Registrar