SCHOOL PERFORMANCE REPORT 2010

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 2010 was 93.52%.

Staff Retention

In 2010 there were 88 teaching and non teaching staff. Staff retention was 92.18%.

There were 12 private music tutors.

Expenditure on Teacher Professional Development and Learning

All academic staff participated in professional learning of various kinds during 2010. The average cost per staff member for the whole year was $1170.60 with an average of $231.60 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 varied 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 wellbeing, 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 2010 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 99%.

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

Generally, the Year 7 and 9 cohorts achieved results that were better than the State and National mean. The Year 5 students achieved at around the State and National mean. The Year 3 classes achieved below the State and National means.

Encouragingly, the data shows that over the past few years, GMAS 'adds significant value' between Year 3 and Year 5 and has consistently done this since 2004. The data also displays 'added value' between Year 7 and Year 9.

<table>
<thead>
<tr>
<th></th>
<th>2009 NAPLAN</th>
<th>2010 NAPLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below benchmark</td>
<td>At minimum standard</td>
</tr>
<tr>
<td>Reading</td>
<td>10 8 63 19</td>
<td>5 15 67 13</td>
</tr>
<tr>
<td>Writing</td>
<td>0 4 85 10</td>
<td>3 11 81 5</td>
</tr>
<tr>
<td>Spelling</td>
<td>2 10 80 8</td>
<td>3 28 64 5</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>14 8 49 29</td>
<td>15 13 64 8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>12 21 63 4</td>
<td>7 20 62 11</td>
</tr>
</tbody>
</table>

Conclusions:

The Year 3 results indicate that all learning areas are falling below the State and National means. Indeed, the Year 3 school mean has been below the National mean in each learning area in 2008, 2009 and 2010. Year 3 students have been at the school for the shortest duration, whereby GMAS has had least time to make a difference to these students.

Another factor that should be considered is the very low numbers of students in the ‘top 20%’ bracket.
Conclusions

The Year 5 results are satisfactory, being above the State mean in all areas, with the exception of spelling.

However, the distribution of results is again light at the top end. Significantly the data displays good progress from the Year 3 results in 2008.

Conclusions

The Year 7 results appear strong and are encouraging. The school mean exceeds both the State and National mean in all learning areas. Interestingly, this cohort appears to have shown the greatest improvement between Year 3 to Year 5 and has then maintained this position. Data indicates a steady rise for this cohort over time from below the State and National mean in Year 3 to above State and National Mean levels in Year 7.
### Conclusions

The Year 9 results appear strong with the school mean exceeding the State and National mean in all learning areas. Looking at progress over time, this cohort improved its relative position between Year 3 to Year 5 and again from Year 7 to Year 9 but showed little relative improvement from Year 5 to Year 7. However, the school has a large intake in Year 7 and this must distort the ability to make direct comparisons of the results between Year 5 and Year 7.

Data indicates a steady rise for this cohort over time from below the State and National mean in Year 3 to above State and National Mean levels in Year 9.

### FURTHER OBSERVATIONS

- The Year 3 results over the past three years have been below the National mean in all learning areas.
- The results appear to show good progress from Year 3 to Year 5 over the past few years.
- It is encouraging that as students get further through GMAS, the school mean improves, relative to the National mean. This suggests that the school must be adding value from Year 3 to Year 9.

### 2008 Year 7 Vs 2010 Year 9

This table shows the progress of the 2008 Year 7 cohort by indicating the performance of the year group in the 2008 NAPLAN test, and their performance as Year 9s in the 2010 NAPLAN test. All figures are percentages.

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>2009 NAPLAN</th>
<th>2010 NAPLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below benchmark</td>
<td>At minimum standard</td>
</tr>
<tr>
<td>Reading</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
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**Page 5 of 12**
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1</td>
<td>8</td>
<td>60</td>
<td>12</td>
<td>4</td>
<td>14</td>
<td>54</td>
<td>28</td>
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<tr>
<td>Writing</td>
<td>0</td>
<td>8</td>
<td>62</td>
<td>11</td>
<td>5</td>
<td>12</td>
<td>52</td>
<td>31</td>
</tr>
<tr>
<td>Spelling</td>
<td>4</td>
<td>9</td>
<td>65</td>
<td>13</td>
<td>8</td>
<td>13</td>
<td>59</td>
<td>20</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>8</td>
<td>13</td>
<td>51</td>
<td>9</td>
<td>5</td>
<td>18</td>
<td>51</td>
<td>26</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1</td>
<td>11</td>
<td>58</td>
<td>11</td>
<td>1</td>
<td>19</td>
<td>59</td>
<td>21</td>
</tr>
</tbody>
</table>

The school will investigate the following measures to support the NAPLAN testing in 2011 and beyond.

The school will look towards providing more assistance to ensure students in the lower years have assistance when this is required. Timetable wise this could be in the form of education assistants or extra voluntary parent help reading at the start and end of school.

Multi age grouping and ‘streaming’ during literacy and numeracy hours between 9.00am and 11.00am for the Year 1 and 2 classes to be introduced. Staff will be asked to look more into explicit teaching taking place in the Year 1 and 2 classrooms. While we do not wish to teach to the test, teachers in Year 1 and 2 need to be aware of what it is that Year 3 students are being tested on and ensure they are capable of doing these tasks. Teachers will also engage in explicit teaching of paragraphs and punctuation from Year 1 upwards.

The school will undertake even year testing to expose students to more regular assessments and provide further evidence of progress and areas of concern. It will also provide Year 2 students with exposure to tests before Year 3. There will be exam preparation for the NAPLAN classes in the form of a ‘mock’ exam in Term 1.

National Partnerships will focus on the Early Years, as well as the Year 3 (spelling, writing and grammar) and Year 4 classes who appear weak.

The NAPLAN results are generally on or above state and national levels. The progression from Year 3 to Year 7 and 9 shows a steady rise in literacy levels. Strategies we employ at present that have helped achieve these results are as follows:

- Streaming of classes: this provides the range of students we have with differentiated programs that cater for their different levels of literacy and the different rates of learning each student has.
There is a strong emphasis on reading including the reading programme each student in Yrs 7-10 completes. This reading programme includes a fortnightly reading and response period in the library which is part of their course assessment.

- Extensive preparation prior to NAPLAN on the writing task and the reading task with the chosen genre being part of their assessment programme.
- Scaffolded written tasks so that planning, proofing and structure become second nature when thinking about writing.
- Clear marking criteria on all task sheets that has a strong focus on quality of expression, depth of planning, use of sentence responses, addressing of language skills both written and reading.
- Use of modelling by teachers so that students have access to high quality examples of written work.
- In class assessment through exam and assignment work to prepare students for working under time pressure as is the case in the NAPLAN test.

**TEE ANALYSIS - 2010 YEAR 12 RESULTS**

**THE STATISTICS**

In 2010 Georgiana Molloy Anglican School had 44 Year 12 students in total. The state cohort was 23,159 students.

- The cohort consisted of 15 girls / 29 boys
- Number of full-time eligible (to graduate) students = 44. This equates to 100% WACE graduation. The state average was 97%.
- Number of full-time eligible students with English language competence = 44 (100%)
- Number of full-time eligible students with 4+ WACE course scores = 31
- Number of full-time eligible students with 1+ WACE course score of 75 or more = 7
- Number of full-time eligible students enrolled in 1+ unit of competency (in Year 12) = 15
- University applicants. Of the 32 students who applied to university, 31 were offered placement.
- Highest ATAR (Australian tertiary admission rank) 99.05 [Aiden Davey]
- 10 students (31%) had an ATAR above 75 (this places these students in the top 25% of the state cohort)

  - Received 1x Certificate of Distinction (Aiden Davey in Aviation)

  *Certificates of distinction are awarded to eligible students who are in the top 0.5 per cent of candidates based on the WACE course score or the top two candidates (whichever is greater) in a WACE course.*

  - Received 2 x Certificates of Excellence (Aiden Davey and Tiarna Burton –Lowe)
A certificate of excellence is awarded to each eligible student who obtains at least 18 grades of ‘A’ in WACE course units or equivalents and achieved the WACE.

- VET. The school was placed in the Top 50 VET schools in the state. Ranked at 23, we out ranked all other school in our catchment area. Based on percentage of VET students who achieved an AQF certificate 11 or higher in Year 12.
- Certificate qualifications. Certificate 11 qualifications were gained by 22 students. Certificate 1 qualifications were gained by 17 students.

The following table gives a breakdown of the number of courses undertaken and the sex of the student.

<table>
<thead>
<tr>
<th>Sex of Student</th>
<th>Number of full-time GMAS students who sat specified numbers of WACE course examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>9</td>
</tr>
<tr>
<td>Persons</td>
<td>13</td>
</tr>
</tbody>
</table>

The following table is a comparison of the school mean relative to the state mean. Courses are distinguished as Stage 2 or 3

### SCHOOL WACE DATA

<table>
<thead>
<tr>
<th>Course (n =25)</th>
<th>Student numbers</th>
<th>Raw exam mark State mean</th>
<th>Raw exam mark School mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance 2A/B</td>
<td>2</td>
<td>53.00</td>
<td>66.50</td>
</tr>
<tr>
<td>Accounting &amp; Finance 3A/B</td>
<td>11</td>
<td>50.00</td>
<td>36.09</td>
</tr>
<tr>
<td>Applied Information Technology 2A/B</td>
<td>10</td>
<td>49.00</td>
<td>50.30</td>
</tr>
<tr>
<td>Aviation 3A/B</td>
<td>7</td>
<td>53.00</td>
<td>54.71</td>
</tr>
<tr>
<td>Biological Sciences 3A/B</td>
<td>3</td>
<td>50.00</td>
<td>42.67</td>
</tr>
<tr>
<td>Chemistry 3A/B</td>
<td>7</td>
<td>57.00</td>
<td>50.29</td>
</tr>
<tr>
<td>Economics 3A/B</td>
<td>4</td>
<td>58.00</td>
<td>54.75</td>
</tr>
<tr>
<td>English 2A/B</td>
<td>11</td>
<td>57.00</td>
<td>58.27</td>
</tr>
<tr>
<td>English 3A/B</td>
<td>15</td>
<td>59.00</td>
<td>52.53</td>
</tr>
<tr>
<td>Food Science &amp; Technology 2A/B</td>
<td>4</td>
<td>44.00</td>
<td>65.00</td>
</tr>
<tr>
<td>Geography 3A/B</td>
<td>8</td>
<td>56.00</td>
<td>58.75</td>
</tr>
<tr>
<td>Human Biology 2A/B</td>
<td>2</td>
<td>49.00</td>
<td>51.00</td>
</tr>
<tr>
<td>Literature 3A/B</td>
<td>3</td>
<td>67.00</td>
<td>71.00</td>
</tr>
<tr>
<td>Mathematics 2C/D</td>
<td>22</td>
<td>50.00</td>
<td>56.32</td>
</tr>
<tr>
<td>Mathematics 3A/B</td>
<td>2</td>
<td>47.00</td>
<td>54.50</td>
</tr>
<tr>
<td>Mathematics 3C/D</td>
<td>6</td>
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<td>55.83</td>
</tr>
<tr>
<td>Media Prod &amp; 12</td>
<td>51.00</td>
<td>47.83</td>
<td></td>
</tr>
</tbody>
</table>
### Analysis 2A/B

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>2010 Mean</th>
<th>2011 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern History 3A/B</td>
<td>5</td>
<td>56.00</td>
<td>65.50</td>
</tr>
<tr>
<td>Music 2A/B</td>
<td>1</td>
<td>50.00</td>
<td>53.00</td>
</tr>
<tr>
<td>Outdoor Ed 2A/B</td>
<td>2</td>
<td>48.00</td>
<td>69.00</td>
</tr>
<tr>
<td>Physical Ed Studies 3A/B</td>
<td>5</td>
<td>52.00</td>
<td>43.60</td>
</tr>
<tr>
<td>Physics 3A/B</td>
<td>5</td>
<td>58.00</td>
<td>59.00</td>
</tr>
<tr>
<td>Politics &amp; Law 3A/B</td>
<td>4</td>
<td>51.00</td>
<td>47.25</td>
</tr>
<tr>
<td>Psychology 2A/B</td>
<td>2</td>
<td>46.00</td>
<td>67.50</td>
</tr>
<tr>
<td>Visual Arts 2A/B</td>
<td>3</td>
<td>56.00</td>
<td>55.00</td>
</tr>
</tbody>
</table>

2010 data indicates a lack of depth in the mid ranges of achievement. We have students who are achieving at the highest levels and a group below the state mean in certain courses. Heads of Department are reviewing consecutive year’s data in relation to state means and teachers assigned to course delivery.

2010 had the introduction of new courses into the WACE for the first time at stage 3 level. Compounded by low numbers undertaking courses and Small Group Moderation partnerships, some students found these courses too challenging.

The stage 2 vs stage 3 course data has also lead to students having to undertake stage 3, without compromising their C grade WACE average.

An analysis of the school data was undertaken in February with staff, facilitated by a consultant from AISWA (Association of Independent School in Western Australia). This gave staff valuable feedback in relation to their individual course data and ways to assist in grading, moderation and assessment.

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### Teaching Staff, Highest Academic Qualifications

#### Senior Management Team

**Principal**  Bruce Rixon, MEd, Bed, FTCL, LMusA, LTCL, ATCL, AMusA, MACE. (Term 1-3)
**Acting Principal** Ted Kosicki, BA, DipEd, MACE, MACEL (Term 4)
**Deputy Principal** Ted Kosicki, BA, DipEd, MACE, MACEL (Term 1-3)
**Head of Secondary School** Simon Lees, MEd(Leadership), PGCE, BA(Hons), MACE, MACEL.
**Head of Junior School** Jo Burns, BEd, GradDipEd, DipT, MACE.
**Business Manager** Ann Willis, BSc(Comp&Stats)Hons, GradDip(Town&Reg Planning), MBAadmin.

**Chaplain** Fr Earle Chamberlain BATHI, BSoC Wk.

### Teaching Staff

Kate Arkwright, BA, GradDipEd, GradDip(InfoSc).
Kathryn Campbell, BEd
Joanne Coleman, BSc, GradDipEd.
Sarai Cornes-Mannolini, BA(Hons), DipEd.
Donna Deroost, BMus(Hons), PGCE
Phillip Deroost, BCom, GradDipEd.
Richard Dipane, BA, BEd.
Melanie Dixon, Cert IV(Ass&WPT), DipChildServices, AdDipChildServices.
James Dwyer, BSc(Exe Hons), GTTP, QTS.
Heather Fink, BA(Pol/Philos/Soc), PostGradDipEd.
Michael Fewster, BEd, DipT.
Jennine Frost, DipT (WACAE).
Brycen Godfrey, BSc, GradDipEd.
Hamish Gibson, BA(Psych), GradDipEd,
PCCE(Sec)(Maths).
Laura Gunter, BEd(ECE)
Sharon Hanson, BA(Ed), BEd, GradDip(InfoSc), GradCertEd(G&T).
Tracey Herridge, BA, BEd.
Adele Hunter, BEd.
Cameron Johnston, BCom, GradCert(OutdoorEd), DipEd(Outdoor Ed).
Sarah Kelly, BEd(ECE)
Alison Lanigan, DipT.
Louise Leyden, BEd (Middle Years)
Amy Little, BMus(Ed).
Shaye McAllister, BA(His/Eng), GradDipEd(Sec)
Aleisha McConaghy, BMus, BEd. Cert III (IT).
Robert Manning, BEd.
Kate Melia, BSc, GradDipEd.
Kelly Morgan, BEd.
Linda Mosen-Lowe, DEd, MEd, BEd(Hons).
Steve Murray, BA(Psych),PostGradDipEd, GFPT.
Mark Nagtzaam, BEd.
Lisa - Maree Ness, DipT
Tran Ngo, BEd(Primary).
Fiona Pates, BPE, GradDipEd.
Helen Pye, BSc(Biol), GradDipEd.
Justine Richmond, BA, GradDipEd.
Timothy Russell, BTh, DipEd.
Jillian Saunders, DipT(Drama/Eng), AssocDeg(VisArts).
Louisa Stefanou, BP&HEd, GradDipEd.
Catherine Talbot, BEd, MEd.
Brad Taylor, BCom, GradDipEd.
Christa Taylor, BA(Eng/Writing), GradDipEd.
David Taylor, BA(Psych/Psychophys), GradDipEd(Primary)
Michelle Taylor, DipChildServices, Cert IV TAA, Cert IV HBBC.
Rachel Telford, BEd(Primary).
Stephen Treloar, BSc, DipEd.
Lindon Thompson, DipPhoto, BA(VisArts), GradDipEd, Cert IV(Wk place/Ass&Training),
MA (CreativeArts).
Robyn Trewarn, DipT, BEd(Primary).
Robert Whirledge, MA Cantab(Land Economy), GradDipEd.
Annie Winchombe, BA(VisArts), GradDipEd.
Jonathon Yates, BEd, DipT.

Peripatetic Music Tutors

- Piano: Sandra Fellows
- Piano: Sheryl Manning
- Piano/Guitar: Marion Witham
- Guitar: John Lee
- Percussion: Paul McDaniel
- Flute: Sabine Kozlowski
- Clarinet/Saxophone: Marina Grace
- Violin: Kate Telchadder
- ‘Cello: Sophie Glasson
- Voice: Frances Hickey.

Education Support Staff

- Jacquie Axon, Cert III(TAss).
- Val Best, DipNursSci, DipMid, IBCLC, Cert III(EdAss), Cert IV(EdAssSpNds).
- Peter Frost, BA(Design)
- Denise Green Cert IV (EdAssSpNds).
- Deborah Harrison, Cert III(TAss).
- Linda Humphrey, Cert III(TAss).
- Jennifer Joslin, DipEdAss.
- Maree McCauley, Cert III(TAss).
- Jill Mewett, Cert III(TAss).
- Kerri Peters, DipEdAss.
- Elizabeth Scott, DipChPsych, Cert IV (TASpNds), Cert III (TAss).
- Deborah Treloar, DipLabTech.

Administrative Support Staff
Karen Beynon – Café Assistant
Meretta Curnuck - GMAS Café Manager
Vanessa Davis - Student Services
Debbie Evans - Senior Book Keeper
Natalie Gordon – Principal’s Assistant
Sheryl Hunter - Reception
Edweena Horsley – Credit Control Officer
Janine Johnson, BSc(Physical and Inorganic Chemistry) – ICT Technician
Andrea King – Administration Assistant
Karen Robinson, BA, BEd – ICT Facilitator
Pablo Sandor, Bbus(Acc/Fin) – Accountant
Leanne Senbergs – Café Assistant
Tina Singleton - Uniform Centre
Jane Snee, AssocDegSc(LibTech) – Library Technician
Jodie Vickers – Registrar
Marcus Zulsdorf, BSc (InfoSystems), AssDip (AppliedScComp) – ICT Manager.