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 2012 was 93.70%.

**Staff Retention**
In 2012 there were 96 teaching and non teaching staff. Staff retention was 90.77%

There were 11 private music tutors.

**Expenditure on Teacher Professional Development and Learning**

All academic staff participated in professional learning of various kinds during 2012. The average cost per staff member for the whole year was $750.27 with an average of $147.74 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:

- Department or key learning areas initiated development and learning
- Individual teacher initiated professional development and learning
- Australian Curriculum planning and implementation
- Curriculum development and Organisation
- 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.
- ICT training
- Sustainability practices
The following were presented to all staff at the staff development days: Policy development, School Mission and Vision, Reporting, Maze reporting, Australian Curriculum, Cyber bullying, Equal Opportunity in the Workplace.


Professional learning activities were in the form of small group discussions, conferences, presentations at conferences, lectures, short courses, long courses, practice workshops, one to one learning, presentations to departments, and presentations to teaching staff.

Key Student Outcomes

- The average students’ attendance rate in 2012 was 92.49%
- 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 homeroom teacher to enquire of their wellbeing and to offer work to be sent home.
- Retention rate was 94.23%

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. 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 2012 SUMMARY

OVERVIEW

Overall, the 2012 NAPLAN results are encouraging. The Year 5, Year 7 and Year 9 results are above the National mean in all areas excluding spelling and above the mean of Similar Schools in most areas. The Year 3 data is an area being addressed.

Year 3
The Year 3 cohort achieved below state mean results.
Year 5
The Year 5 cohort achieved above the State, National and Similar School mean in almost all areas (exception being spelling).

Year 7
The Year 7 cohort achieved above the State, National and Similar School mean in almost all areas (exception being spelling).

Year 9
The Year 9 cohort achieved above the State, National and Similar School mean in all areas with the exception of the spelling (Similar School Mean).

Tabular information: Comparison of GMAS scores across Learning areas.

**YEAR 3**

<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>403</td>
<td>407</td>
<td>419</td>
<td>-16</td>
</tr>
<tr>
<td>WRITING</td>
<td>401</td>
<td>407</td>
<td>415</td>
<td>-14</td>
</tr>
<tr>
<td>SPELLING</td>
<td>388</td>
<td>401</td>
<td>414</td>
<td>-26</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>398</td>
<td>408</td>
<td>424</td>
<td>-26</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>384</td>
<td>384</td>
<td>395</td>
<td>-11</td>
</tr>
</tbody>
</table>

**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>520</td>
<td>482</td>
<td>493</td>
<td>+27</td>
</tr>
<tr>
<td>WRITING</td>
<td>490</td>
<td>470</td>
<td>477</td>
<td>+13</td>
</tr>
<tr>
<td>SPELLING</td>
<td>491</td>
<td>486</td>
<td>494</td>
<td>-3</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>506</td>
<td>479</td>
<td>491</td>
<td>+15</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>498</td>
<td>477</td>
<td>488</td>
<td>+10</td>
</tr>
</tbody>
</table>

**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>547</td>
<td>538</td>
<td>541</td>
<td>+6</td>
</tr>
<tr>
<td>WRITING</td>
<td>527</td>
<td>521</td>
<td>518</td>
<td>+9</td>
</tr>
<tr>
<td>SPELLING</td>
<td>535</td>
<td>539</td>
<td>543</td>
<td>-8</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>552</td>
<td>545</td>
<td>546</td>
<td>+6</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>540</td>
<td>535</td>
<td>538</td>
<td>+2</td>
</tr>
</tbody>
</table>

**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>603</td>
<td>582</td>
<td>584</td>
<td>+19</td>
</tr>
</tbody>
</table>

Page 3 of 9
The results appear to show good progress from Year 3 to Year 5 over the past few years. The progress from Year 5 to 7 to 9 demonstrates the growth ‘expected’ to maintain the cohort’s respective ‘ranking’ position.

In adopting the National Curriculum and the EYLF (Early Years Learning Framework), there will continue to be higher expectations of all students in all years. Over time, this should be reflected in slightly improved NAPLAN scores for Western Australian students. This could well be more significant to the Year 3 results.

The school will continue to embrace the National Curriculum in Literacy and Numeracy during 2013 and beyond as well as supporting the Early Years to identify issues early. Higher achievement standards have already been put in place for reading and expectations have been raised in all learning areas to reflect the EYLF and the Australian Curriculum.

A recently completed Junior School literacy program will be in place for 2013. This stipulates teaching practises, assessment tasks, benchmarks, differentiation amongst other things. This should ensure all teachers are following a specified structure and enable students to progress smoothly through each year of the Junior School.

The school will address the spelling concerns within the school. The Early Learning will implement Jolly Phonics, while the Y3 to Y6 years will utilise Words Their Way. The secondary English department is developing a structured spelling system. The Pearson’s Student Book that looks at spelling and grammar rules will be introduced to provide students with extra practice work, apart from class work.

### YR 12 RESULTS ANALYSIS 2012

#### THE STATISTICS

In 2012 Georgiana Molloy Anglican School had 55 Year 12 students in total.

- 55 students were awarded the WACE. This equates to 100% WACE graduation.
- Number of full-time eligible students with English language competence = 55
- Number of full-time eligible students with 4+ WACE course scores = 37
- Number of full-time eligible students enrolled in 1+ unit of competency (in Year 12) = 18
- University applicants; Of the 37 students who applied to university, 35 were offered placement.
- Highest ATAR (Australian tertiary admission rank) 99.85
- 20 students (54.05% had an ATAR above 75 (this places these students in the top 25% of the state cohort).
- 2 students received Certificates of Excellence

* A certificate of excellence is awarded to each eligible student who obtains at least 20 grades of ‘A’ in WACE course units or equivalents and achieved the WACE.

#### ATAR Results

The following table gives a breakdown of the number of courses undertaken by GMAS yr 12 students.
Number of full-time GMAS students who sat specified numbers of WACE course examinations

<table>
<thead>
<tr>
<th>Persons</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total 1-3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
<th>Total 4-6+</th>
<th>Overall Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**University Eligibility**

- 37 students sat 4 or more WACE examinations, thus qualifying them for an ATAR score.
- Of these, 37 achieved an ATAR making them eligible for entry into one or more Western Australian universities.
- 16 students were eligible to apply to all 4 WA universities
- 11 students were eligible to apply to 3 WA universities
- 10 students were eligible to apply to 2 WA universities

**Breakdown of Stage 2/3 Courses undertaken by GMAS students**

2012 saw an increase in the proportion of students at GMAS studying 4 or more Stage 3 Courses.

- 23 students studied 5 or more Stage 3 Courses. Of these, 15 achieved an ATAR making them eligible to apply to all 4 WA universities, 5 were eligible to apply to 3 WA universities and 3 able to apply to 2.
- 10 students studied 4 Stage 3 Courses (with the remainder at Stage 2). Of these, 1 achieved an ATAR making them eligible to apply to all 4 WA universities, 5 were eligible to apply to 3 WA universities, and 4 were able to apply to 2 universities.
- 3 students studied 3 Stage 3 Courses (The remainder at Stage 2). Of these, all 3 were able to apply to 2 of the 4 Western Australian universities.
- 1 student studied 2 Stage 3 Courses (The remainder at Stage 2). This student was able to apply to 2 of the 4 universities in WA.

The following table shows an analysis of ATAR scores achieved by students from the above groupings.

<table>
<thead>
<tr>
<th>Nº of Stage 3 Courses</th>
<th>Mean ATAR</th>
<th>Std Dev</th>
<th>Median ATAR</th>
<th>Highest ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 6</td>
<td>83.88</td>
<td>13.48</td>
<td>90.3</td>
<td>99.85</td>
</tr>
<tr>
<td>4</td>
<td>64.84</td>
<td>10.54</td>
<td>64.43</td>
<td>81.75</td>
</tr>
<tr>
<td>3</td>
<td>51.55</td>
<td>6.08</td>
<td>53.75</td>
<td>57.65</td>
</tr>
<tr>
<td>2</td>
<td>39.10</td>
<td>0</td>
<td>39.10</td>
<td>39.10</td>
</tr>
</tbody>
</table>

16 students (43% of the group) from GMAS achieved an ATAR above the state median.

**GMAS Course Means vs State Means**

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students</th>
<th>GMAS Combined Score Mean</th>
<th>State Combined Score Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance 3AB</td>
<td>2</td>
<td>55.67</td>
<td>59.98</td>
</tr>
<tr>
<td>Applied Info Tech 3AB</td>
<td>3</td>
<td>59.06</td>
<td>59.86</td>
</tr>
<tr>
<td>Aviation 3AB</td>
<td>2</td>
<td>52.7</td>
<td>58.8</td>
</tr>
<tr>
<td>Biology 3AB</td>
<td>5</td>
<td>39.85</td>
<td>59.81</td>
</tr>
<tr>
<td>Course</td>
<td>Subjects</td>
<td>Passes</td>
<td>Overall 1</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>Chemistry 3AB</td>
<td>11</td>
<td>59.98</td>
<td>59.78</td>
</tr>
<tr>
<td>Economics 3AB</td>
<td>8</td>
<td>59.04</td>
<td>59.75</td>
</tr>
<tr>
<td>English 2CD</td>
<td>9</td>
<td>62.05</td>
<td>60.23</td>
</tr>
<tr>
<td>English 3AB</td>
<td>19</td>
<td>57.61</td>
<td>59.88</td>
</tr>
<tr>
<td>Food Science Tech 3AB</td>
<td>9</td>
<td>59.03</td>
<td>58.66</td>
</tr>
<tr>
<td>Geography 3AB</td>
<td>10</td>
<td>54.4</td>
<td>59.93</td>
</tr>
<tr>
<td>Human Biology 3AB</td>
<td>8</td>
<td>53.94</td>
<td>59.84</td>
</tr>
<tr>
<td>Literature 3AB</td>
<td>7</td>
<td>64.93</td>
<td>60.13</td>
</tr>
<tr>
<td>Mathematics Spec 3CD</td>
<td>5</td>
<td>60.97</td>
<td>59.72</td>
</tr>
<tr>
<td>Mathematics 3CD</td>
<td>10</td>
<td>64.19</td>
<td>59.56</td>
</tr>
<tr>
<td>Mathematics 3AB</td>
<td>12</td>
<td>55.4</td>
<td>59.78</td>
</tr>
<tr>
<td>Mathematics 2AB</td>
<td>5</td>
<td>64.81</td>
<td>59.84</td>
</tr>
<tr>
<td>Media Production 3AB</td>
<td>3</td>
<td>46.99</td>
<td>60.1</td>
</tr>
<tr>
<td>Modern History 3AB</td>
<td>8</td>
<td>67.41</td>
<td>60.05</td>
</tr>
<tr>
<td>Music 3AB</td>
<td>3</td>
<td>60.13</td>
<td>60.19</td>
</tr>
<tr>
<td>Outdoor Ed 3AB</td>
<td>7</td>
<td>64.97</td>
<td>60.29</td>
</tr>
<tr>
<td>Physical Education Studies 3AB</td>
<td>6</td>
<td>55.73</td>
<td>60.16</td>
</tr>
<tr>
<td>Physics 3AB</td>
<td>10</td>
<td>61.67</td>
<td>59.81</td>
</tr>
<tr>
<td>Psychology 3AB</td>
<td>12</td>
<td>57.74</td>
<td>59.94</td>
</tr>
<tr>
<td>Visual Arts 3AB</td>
<td>7</td>
<td>72.3</td>
<td>60.17</td>
</tr>
</tbody>
</table>

**VET Information 2012**

Out of the 18 VET Students who graduated from 2012

- 5 of the students gained a Certificate I Qualification
  - Business (2)
  - Construction (3)

- 16 of the students gained a Certificate II Qualification
  - Agriculture (1)
  - Automotive Vehicle Servicing (Light) (1)
  - Building and Construction (3)
  - Community Services (3)
  - Horticulture (1)
  - Hospitality (Kitchen Operations) (1)
  - Sampling and Measurement (1)
  - Telecommunications (2)
  - Visual Arts and Contemporary Craft (3)

- 6 of the students are now in Apprenticeships/Traineeships
  - Apprentice Chef (1)
  - Apprentice Electrician (1)
  - Traineeship in Horticulture (1)
  - Apprentice Electrician (1)
  - Apprentice Roof Carpenter (1)
  - Apprentice Diesel Mechanic (1)

- 5 of the students were accepted into TAFE
  - Certificate II Pre-Apprenticeship Electrical
- Certificate III in Laboratory Operations
- Certificate III in Business
- Certificate IV in Applied Fashion and Design Technology
- Certificate III in Community Services

- 4 of the students went straight into employment
  - Part-time (2)
  - Full-time (2)

- Georgiana Molloy Anglican School has employed the VET Student of the Year Award Winner, as a Horticulture Trainee

- Westscheme Vocational Education Student of the Year.

- 2012 South West Institute of Technology VET in School’s Award Winner...

**Teaching Staff, Highest Academic Qualifications**

**Senior Management Team**

**Principal** Ted Kosicki, BA, DipEd, MACE, MACEL

**Acting Deputy Principal** Jo Burns, BEd, Post GradDipEd, DipT, MACE, MACEL

**Head of Secondary School** Stephen Treloar, BSc(Zoology Dist), DipEd

**Head of Middle School** Lisa - Maree Ness, DipT

**Head of Junior School** Robert Whirledge, MA Cantab(Land Economy), GradDipEd

**Coordinator of Early Childhood** Kathryn Campbell, BEd

**Business Manager** Pablo Sandor, BBus(Acc/Fin)

**Chaplain** Fr Earle Chamberlain, BATHl,BSocWk

**Teaching Staff**

Belinda Anderton, BSc, DipEd Cert IV (TAss)
Kate Arkwright, BA, GradDipEd, GradDip(InfoSc)
Andrew Bland, BSc, GradDipEd
Fiona Black, BAAppSc, GradDipEd, Grad (ECE)
Nikki Bourlet, BAEd (Exons)
Renee Butson, BEd (Primary) BA(Ed)
Joanne Coleman, BSc,GradDipEd
Sarai Cornes- Mannolini, BA(Hons), DipEd
Ann-Marie Czichy, BA (Training and Development) Post Grad Cert (Career Development) GradDipEd
Philip Deroost, BCom, GradDipEd
Donna Dipane, BA
Richard Dipane, BA, BEd
Libby Dowell, BA (Hons), BL, DipEd
James Dwyer, BSc (Exe Hons), GTTP, QTS
Sharyn Evans, BSc,Cert III,IV (TA), DipEd (Primary)
Heather Fink, BA (Pol/Philos/Sociol), PostGradDipEd
David Fitzgerald, BSc, MSc Ed, DipEd, Dip Kin, Dip HS
Jennine Frost, DipT (WACAE)
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)  
Louise Leyden, BEd (Middle Years)  
Amy Little, BMus(Ed)  
Leon Maag, BEd, Grad. Cert (Ed)  
Kelly Mahoney, BA, DipEd  
Helen Marie, BEd  
Abigail McKenzie, BA(Arts), Dip Ed (Secondary)  
Linda Mosen - Lowe, BEd, MEd, BEd(Hons)  
Helen Mullen, BSc(Biol), GradDipEd  
Steven Murray, BA(Psych), PostGradDipEd, PPL  
Tran Ngo, BEd (Primary)  
Kate Northover, BSc, GradDipEd  
Dean Owens, BSc, DipEd  
Fiona Pates, BPE, GradDipEd.(Primary)  
Jo Principe, BA in Education (Business), Cert IV T&A Terms 2,3,4  
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  
Anne-Marie Strother, Dip Teach, BEd  
Brad Taylor, BCom, GradDipEd  
Michelle Taylor, DipChildServices, Cert IV T&A,Cert IV HBCC  
Kate Telchadder, BMus, MMus  
Rachel Telford, BEd(Primary)  
Brigid Terry, BAEd  
Lindon Thompson, MA (CA),DipPhoto, BA(VA),GradDipEd, Cert IV(TAss)  
Susan Thompson, DipTeach  
Jenni Tibbits, BEd  
Robyn Trewarn, BEd(Primary),DipT  
Robyn Vogel, BAppSc, GradEd, GradDipMedRep, GradDipEd, CertIV(TAss)  
Jillian Wall, DipT(Drama/Eng), AssocDeg(VisArts)  
Christine Williamson, BApSc, DipEd  
Annie Winchombe, BA(VisArts), DipEd, Cert IV (TAss)  
Rennae Whitney, BEd (Primary), Dip Hol. Couns  
Trevor Worrall, BA (Ed)  
Jonathon Yates, BEd, DipT  

**Education Support Staff**

Jacquie Axon, Cert III(TAss)  
Val Best, DipNursSci, DipMid, IBCLC, Cert III(EdAss),Cert IV(EdAssSpNds), DipEd support  
Denise Green Cert IV (EdAssSpNds). Cert III & Cert IV (Special needs)  
Peter Hansen  
Deborah Harrison, Cert III(TAss), Cert IV (EdSp)  
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  
Deborah Treloar, DipLabTech. Cert IV OHS  

**Peripatetic Music Tutors**
Jaymie Boaden  Voice
Sophie Collins  Cello
Bill Curtis  Brass, Strings, Guitar & Piano
Donna Deroost  Piano, Double Bass & Woodwind
Sandra Fellows  Piano
Marina Grace  Clarinet & Saxophone
Frances Hickey  Voice
Sabine Kozlowski  Flute
John Lee  Guitar
Lilia Miller  Cello
Sheryl Manning  Piano
Paul McDaniel  Drum Kit
Kate Telchadder  Cello & Violin

Administrative Support Staff

Karen Beynon – Café Assistant / Part time Reception
Meretta Curnuck – GMAS Café Manager
Vanessa Davis – Student Services Reception PA to Chaplain
Melissa Day – Business Trainee Cert III in Business
Debbie Evans – Senior Book Keeper
Mary Fairhead - Reception
Natalie Gordon – Assistant to the Principal
Edweena Horsley – Credit Control Officer
Russell Horsley – Maintenance
Jackson Howlett – ICT Technician
Janine Johnson - BSc, ICT Technician
Victoria Kearns – Registrar, Timetable & Curriculum Officer
Michelle Knipe – Uniform Shop Manager
Leanne Senbergs – Café Assistant
Jane Snee, Assoc Deg Sc(LibTech) – Library Technician
Marcus Zulsdorf, BSc (InfoSystems), AssDip (AppliedScComp) – ICT Manager