



Principal's Perspective

Our 2016 Annual Report has been developed to meet the compliance guidelines of the Commonwealth Government.

In 2016 the school continued to consolidate the decisions made in formulating the 2013 -17 Strategic Plan to further strengthen the six enabling structures – The Foundations, these being:

1. Nurture Christian Formation
2. Dynamic Curriculum
3. Proactive Pastoral Care
4. Outdoor Education
5. Broad Co-Curricula Program
6. Service Involvement

The school has commenced planning of the Stage 8, Performing Arts build program. It is envisaged that the build will commence in 2018.

The schools ICSEA value was 1070 and its SES score 97.

The appointment of Heads of Year / House (Years 7 – 12) (Teaching and Learning) has provided a greater focus on curriculum and pedagogy in the School both to lead the schools transition to the Australian Curriculum and to support the schools pastoral programs.

Junior school management has been restructured to assist in the formulation of pastoral and curriculum plans and policies.

In 2016 the school again achieved pleasing results for the WACE, Secondary Graduation and national testing in NAPLAN. Very evident in the NAPLAN results was the value adding that has occurred through the years.

The school was also the recipient of high state rankings for its WACE and VET results.

This report provides a brief snapshot of the school to meet the Commonwealth Government's reporting requirements. Readers of this report are invited to view the school website (www.gmas.wa.edu.au) to learn more about school programs or visit the school for a first hand tour of the facilities and to also meet some of the school community.

Ted Kosicki
Principal



SCHOOL ANNUAL REPORT 2016

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 2016 was 94.6%.

Staff Retention

In 2016 there were 125 teaching and non-teaching staff. Staff retention was 93.21%

There were 14 private music tutors.

Expenditure on Teacher Professional Development and Learning

Academic, office and ground staff participated in professional learning over a range of presentations. The average cost per staff member for the whole year was \$1,104.28 with an average of \$231.93 spent per staff member on teacher relief required to cover for staff out of school on professional learning included:

- Specific strategies for teaching: The Big Six K – 2, Teaching autistic children, SHARP reading, Linking History and Geography, Sound Write Evidence based Phonics, Sounds for Success, Spelling made easy, Oral language training, Struggling older readers, Bringing Narrative writing to life, Benchmark and guided reading, Maths grading consistency
- Attendance at Conferences: Positive Education, History Teachers of WA, Geography Teachers Association of WA, Maths Association of WA, Science Teachers Association of WA, Early Childhood Teachers Association of WA, Registrars, Positive Education, Briefing the Board
- Safety for camp: First Aid, Surf Rescue updates, Advanced Open Water Diving Certificate, Mountain biking, maintenance, repairs, caving, abseiling safety
- Suicide prevention training
- Motivational interviewing
- Leadership support: Leadership for coordinators, Leadership for Early Childhood teachers, Tough Conversations, Training in Leadership positions, Principals as Numeracy Leaders
- Positive Education: Positive School mental health and wellbeing, Discovering More Positive Education
- Exam revision
- Graduate Teacher modules
- Arts focus: Exploring Noongar culture through the Arts
- Future Science
- STEM related seminars
- Website maintenance
- Marketing

- Technology use: iPads in the classroom, SIRS training
- Study tours – Walker Approach
- Inquiry learning

Other types of PD included: How to effectively use an EA in the classroom, small group moderation, cross marking, mindfulness sessions, students leadership training, classroom visits across the school, Positive Education activities and safety procedures.

Professional learning opportunities included: Observations in classrooms with feedback, attendance at conferences and seminars, learning area moderation tasks, mindfulness sessions, webinars, online and lecture formats, presentations to the School Board, AISWA workshops, departmental presentations and workshops, professional practice workshops, small group and whole staff presentations.

Key Student Outcomes

- The average students' attendance rate in 2016 was 92.53%
- Once the daily roll is determined the parents of students who are recorded with unexplained absence are sent an automatically generated SMS message informing of the absence and requesting parents to contact the school at their earliest convenience. For pastoral reasons students who are absent for three days consecutively are contacted by the class teacher or Home Room teacher to enquire of their wellbeing and to offer work to be sent home.
- Student retention rate was 92.7%

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 2015 SUMMARY

OVERVIEW

Overall, the 2016 NAPLAN results for the School are encouraging. The school appears to be adding value as the students progress through the years.

Table: Comparison of GMAS scores across Learning areas

Year 3

LEARNING AREA	SCHOOL MEAN	STATE MEAN	NATIONAL MEAN	SIMILAR SCHOOLS
READING	418	418	426	428
WRITING	420	414	421	422
SPELLING	405	412	420	429
GRAMMAR and PUNCTUATION	424	424	436	436
NUMERACY	406	395	402	405

Year 5

LEARNING AREA	SCHOOL MEAN	STATE MEAN	NATIONAL MEAN	SIMILAR SCHOOLS
READING	509	495	502	515
WRITING	476	470	475	487
SPELLING	481	488	493	509
GRAMMAR and PUNCTUATION	522	499	505	523
NUMERACY	502	486	493	502

- Numeracy – continue to promote lead teachers in Primary going to PANL each year and use First Steps and Paul Swan materials.
- Reading - Further develop SHARP Reading Strategies. PD for staff to be provided by AISWA
- Writing – Ensure that all year groups focus between both genres of Narratives and Exposition.
- Spelling – Continue to use Diana Rigg, however, Words Their Way will be introduced in to Y2.
- Grammar –will be explicitly taught and the Scope and Sequence adhered to.

Year 7

LEARNING AREA	SCHOOL MEAN	STATE MEAN	NATIONAL MEAN	SIMILAR SCHOOLS
READING	557	537	541	550
WRITING	528	512	515	532
SPELLING	536	540	543	563
GRAMMAR and PUNCTUATION	554	537	540	561
NUMERACY	573	548	550	565

Year 9

LEARNING AREA	SCHOOL MEAN	STATE MEAN	NATIONAL MEAN	SIMILAR SCHOOLS
READING	606	585	581	602
WRITING	573	554	548	569
SPELLING	598	583	580	603
GRAMMAR and PUNCTUATION	597	573	570	593
NUMERACY	621	594	589	612

Recommendations and Strategies

- Small group intensive work with selected students to develop their skills in Literacy
- Regular spelling, language and grammar skills in English
- Make spelling a priority in editing tasks
- Streaming of classes (Year 8/ 9)
- Specialist English Teachers
- Journal Writing to be implemented across all Middle School classes
- Spelling PD to be sourced for Middle School teachers
- ½ hr per week to be devoted to grammar book
- Subject specific glossary to be developed
- One novel and one expository text to be read per year
- A new Grammar book to be purchased
- Mental maths to be a daily task
- Use of Mathletics to practice specific concepts in Statistics and Probability, Measurement and Geometry, Number and Algebra
- Specific teaching of concepts highlighted in the analysis of errors
- Practice of concepts taught using homework book program - Pearson

GEORGIANA MOLLOY ANGLICAN SCHOOL – YR 12 RESULTS ANALYSIS 2016

THE STATISTICS

TOTAL NUMBER OF STUDENTS:	69
TOTAL NUMBER OF ATAR STUDENTS:	46 (66.7%)
TOTAL NUMBER OF VOCATIONAL EDUCATION STUDENTS:	23 (33.3%)
TOTAL NUMBER OF STUDENTS ACHIEVING THE WACE:	66 (95.7%)

SCHOOLS CURRICULUM AND STANDARD AUTHORITY DATA

SCSA AWARD WINNERS

Certificate of Distinction: Dana Carter, Danielle Kitchen, Liana Mewett, Hannah Ogle, Miriam Sargent, Peter Scott

Certificate of Merit: Tessa Cornelius, Conor Gordon, Emily Hovell, Taylah Kent, Bella Kitchen, Baxter Thew

SCSA COURSE STATISTICS

COUSES WHERE GMAS OUTPERFORMED THE STATE MEAN (WACE COURSE SCORE):

Drama	Mathematics Specialist
English	Psychology
Human Biological Science	

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) STATISTICS

NUMBER OF ATAR STUDENTS GAINING AN ATAR RANK: 46 (66.7%)

HIGHEST ATAR RANK AT GMAS: Dana CARTER 97.50

MEDIAN ATAR RANK: 76.35

ATAR PARTICIPATION RATES:

	Number of Year 12 Cohort	Number Obtaining and ATAR rank	Percentage of Cohort with ATAR rank
Georgiana Molloy Anglican School	69	46	66.7%

COURSE WHERE GMAS OUTPERFORMED THE STATE MEAN (ATAR COURSE SCORE):

Chemistry
Drama
English

Human Biological Science
Mathematics Application
Psychology

UNIVERSITY ELIGIBILITY:

NUMBER OF STUDENTS ELIGIBLE FOR 4 UNIVERSITIES: 24

NUMBER OF STUDENTS ELIGIBLE FOR 3 UNIVERSITIES: 7

NUMBER OF STUDENTS ELIGIBLE FOR 2 UNIVERSITIES: 6

NUMBER OF STUDENTS ELIGIBLE FOR 1 UNIVERSITY: 9

UNIVERSITY ENTRY STATISTICS:

NUMBER OF STUDENTS THAT APPLIED FOR UNIVERSITY ENTRY: 43

NUMBER OF STUDENTS OFFERED A UNIVERSITY PLACE: 40 (93%)

NUMBER OF STUDENTS OFFERED THEIR FIRST PREFERENCE: 31 (72%)

VOCATIONAL EDUCATION STATISTICS:

NUMBER OF STUDENTS ENROLLED IN VET PROGRAM: 23 (33.3%)

NUMBER OF STUDENTS OBTAINING A CERTIFICATE 2 OR HIGHER: 23 (100%)

VET PARTICIPATION RATES:

	Number of Year 12 Cohort	Number completing a VET program	Percentage of Cohort Enrolled in VET
Georgiana Molloy Anglican School	69	23	33.3%

GMAS VET RESULTS:

NUMBER OF STUDENTS WITH A CERTIFICATE 2:3 (13%)

NUMBER OF STUDENTS WITH A CERTIFICATE 3: 19 (82.6%)

NUMBER OF STUDENTS WITH A DIPLOMA: 1 (4.3%)

NUMBER OF STUDENTS ENTERING TAFE: 1 (11.1%)

Teaching Staff, Highest Academic Qualifications Senior Management Team

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

Deputy Principal: Jo Burns, BEd, Post GradDipEd, DipT, MACE, MACEL

Head of Senior 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

Head of Early Childhood: Kathryn Campbell, BEd

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

Chaplain: Fr Earle Chamberlain, BATHl,BSocWk

School Psychologist: Sam Nicholson, BSc(Hons), DipEd(School Psy)

Teaching Staff

Belinda Anderton, BSc, DipEd Cert IV (TAss)

Andrew Bland, BSc, GradDipEd

Fiona Black, BAppSc, GradDipEd, Grad (ECE)

Matthew Braid, BEd (Early Childhood)

Stephanie Braid, GradDipEd, Combined B(Arts)/B(Commerce)

Georgia Broad, BEd

Travis Brown, GradDipEd, B(Science)

Marisha Burnside BEd (Early Childhood Studies)

Jacinta Busher, B(Arts) (Early Childhood Ed), BEd

Ross Chambers, BA, GradDipEd

Joanne Coleman, BSc, GradDipEd

Rachel Cook, BEd (Primary)

Sophia Daryan, BA, GradDipEd

Kylie Davis, GradDipEd (Secondary)

Donna Deroost, BMus, PGCE

Philip Deroost, BCom, GradDipEd

Jaimee Dingle, BEd (EC)

Donna Dipane, BA, BEd

Richard Dipane, BA, BEd

Rebecca Douglas, BEd (EC)

Nathan Ducasse, BA(Communications), GradDipEd

Heather Fink, BA (Pol/Philos/Sociol), PostGradDipEd

Michelle Gabelich, Dip Teach (Primary)

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)

Wade Jancey, BA (Lit, Lang CW), GradDipEd, BA(Writing - Hons)

Anthea Kinson, BA(Hons), PGCE(Primary)

Renee Leach, BEd (Primary) BA(Ed)

Louise Leyden, BEd (Middle Years)
Bianca Madrigal, BH&PE
Kelly Mahoney, BA, DipEd
Rowena May, Bcom, BA, GradDipEd
Greg McDonald, BEd, GradDipAppSc
Julia McDonald, BEd
Abigail McKenzie, BA(Arts), DipEd (Secondary)
Kristin Miles
Kerry Mitchell, BEd, Cert IV (Ass & Training)
Linda Mosen - Lowe, DipEd, MEd, BEd(Hons)
Helen Mullen, BSc, GradDipEd
Sharyn Naylor, BSc, Cert III, IV (TA), DipEd (Primary)
Tran Ngo, BEd (Primary)
Fiona Pates, BPE, GradDipEd.(Primary)
Marnie Redstall, BEd (K-7)
Melanie Redman Carr, BEd (K-10)
Emma Reynolds, BEd (commenced Term 4)
Justine Richmond, BA, GradDipEd
Steven Riddell, BEd Technology, HND Engineering, CertIV TAE
Naomi Riddell, BEd (Early Childhood)
Marian Rowe, BSc, GradDipEd, GradCertRE, Med LM
Emma Royer, BEd (Primary)
Sarah Snow, BEd(ECE)
Angela Spry, BEd (EC)
Brad Taylor, BCom, GradDipEd
Sarah Taylor-Fuller, BSc (Hons), GradDipEd, Cert IV
Kate Telchadder, BMus, MMus
Susan Thompson, DipTeach
Robyn Trewarn, BEd(Primary), DipT
Lucia Vandenberg, BSc, GradDipEd
Robyn Vogel, BAppSc, GradEd, GradDipMedRep, GradDipEd, CertIV(TAss)
Philip Watts, GradDipEd (Secondary), B(Music)
Hugh Wendelin, GradDipEd (Secondary), B (Exercise & Sports Science)
Christine Williamson, BAppSc, DipEd
Annie Winchombe, BA(VisArts), DipEd, Cert IV (TAss)
Trevor Worrall, BA (Ed)
Jacqui Wright
Jonathon Yates, BEd, Dip Teach

Education Support Staff

Lisa Basell, EA
Val Best, DipNursSci, DipMid, IBCLC, Cert III(EdAss), Cert IV(EdAssSpNds), DipEd support
Pam Gibbons, Cert III(TAss)
Denise Green Cert IV (EdAssSpNds). Cert III & Cert IV (Special needs)
Deborah Harrison, Cert III(TAss), Cert IV (EdSp)
Belinda Hosking, EA
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
Samantha Sharp, Cert IV Education Assistant (Special Needs)

Rob Stennett, Technician
Deborah Treloar, DipLabTech. Cert IV OHS
Sharon Vlam, Cert III(ED Support), Bed
Zena Watts, B(Arts)
David Windsor, EA
Jodie Woods, Cert III (Ed Support), Cert IV (Special Needs)

Peripatetic Music Tutors

Sandra Fellows	Piano
Tanya Kavanagh	Voice
Kathryn Knoll	Piano
Sabine Kozlowski	Flute
Tony Lane	Violin
Gary Larkin	Drums
Serge LeGoueff	Clarinet/Saxophone
John Lee	Guitar
Sheryl Manning	Piano
Paul McDaniel	Drum Kit
Angela Slee	Piano
Murray Swain	Trumpet & Trombone
Marlies Smitfoort	Cello
Peter Warren	Guitar

Administrative Support Staff

Wahnita Banwell – Administrative Assistant / Bookkeeper
Karen Beynon – Administrative Assistant
David Crossie – Facilities Person
Meretta Curnuck –GMAS Café Manager
Debbie Evans – Senior Book Keeper
Mary Fairhead – Administrative Assistant
Vanessa Fontanella – Student Services Reception PA to Chaplain
Jacinta Foulds – Administrative Assistant / Marketing
Andrea Hartley - Reception
Lynley Hay – Personal Assistant to the Principal
Jenelle Holder – Administration Officer VET and Enrichment
Edweena Horsley – Credit Control Officer
Russell Horsley – Maintenance
Janine Johnson - BSc, ICT Technician
Victoria Kearns – Registrar, Timetable & Curriculum Officer
Ann King - Reception
Michelle Knipe – Uniform Shop Manager
Kelvin May – Grounds and Maintenance
Claire Osborne – Grounds & Maintenance
Julie Pollock – Cert IV (Lib & Cultural Services) – Library Assistant
Leanne Senbergs – Café Assistant
Jane Snee, Assoc Deg Sc(LibTech) – Library Technician
Shaun Stennett, ICT Technician
Marcus Zulsdorf, BSc (InfoSystems), AssDip (AppliedScComp) – ICT Manager