



Est. 2003

Principal's Perspective

Our 2018 Annual Report has been developed to meet the compliance guidelines of the Commonwealth Government.

Our new Strategic Plan 2018-2022 came into effect. The six enabling structures – Nurture Christian Formation, Dynamic Curriculum, Proactive Pastoral Care, Outdoor Education, Broad Co-Curricula Program and Service Involvement help to give direction for our focus.

The school has commenced planning of the Stage 8, Performing Arts build program. It is envisaged that the build will commence in 2021.

The schools ICSEA value was 1069 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 with management assistants in Curriculum and Pastoral areas to assist in the formulation of Pastoral and Curriculum Plans and Policies.

In 2018 the school again achieved commendable 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



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SCHOOL ANNUAL REPORT 2018

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 2018 was 96.03%.

Staff Retention

In 2018 there were 132 teaching and non-teaching staff. Staff retention was 93.38%

There were 18 private music tutors.

EXPENDITURE ON TEACHER PROFESSIONAL DEVELOPMENT AND LEARNING

Academic, office and ground staff participated in professional learning encompassing a range of deliveries. The average cost for the whole year was \$911.24 with an average of \$184.12 spent per staff on relief required to cover for staff out of school on professional learning included:

Administrative PD: Schools: The Contract of Enrolment, Building a Cultural Competence, Positive Partnerships, Supporting our Learners, Duty of Care Workshop, Child Protection, School Law, Supporting our Learners, EA/ PA Networking

Teaching: STEM Hack using microbits, Archaeologists for a day, Creating Rich Tasks in Language, WA Curriculum Languages Programmes, Psychology ATAR Planning work, Robocup Junior Finals, SWPSA PD day, Play Matters: The importance of play, Understanding Learning difficulties, Sounds Write, AISWA Technologies, Creative Literacy to support inclusion for those with Dyslexia, Talk for Writing, Building Cultural Competence in Early Childhood Educators, Year 11 / 12 Human Biology, ATAR Human Biology Workshop, 2018 Biennial Economic Teachers Association, SW School Sports Association, Open Classrooms English Learning, Teacher Professional Currency, VET currency and compliance update, Children Family and Community, Coaching Program, Schools that deliver, Life Force Suicide Prevention

Moderation workshops: Year 6 / 7, SCSA English Moderation Workshop, Mathematics, HASS, Year 7 Science, Media Production, History Teachers, Year 6 Moderation HASS Secondary, Year 12 Drama, PE Moderation, Chemistry Consensus moderation.

ICT: SEQTA Professional Training: Primary speaking, Edutech Conference, Bunbury Academic Masterclass: Technology and Learning, SEQTA Webinar Create VET Marks Book, iPad Deployment and Management Workshop, NAPLAN online Platform Training

Conferences / Seminars : School Registration Seminar, 5 day Worksafe accredited representative course, STAWA Psychology Teachers Convention, VET PD Conference, Study Tour: Kath Walker 3 – 6, Future Science Conference Critical thinking seminar, Working Memory Conference, Educational Computing Association WA, MAWA Secondary Conference, Clergy Conference

First Aid: St John’s Ambulance First Aid, Provide First Aid (Resuscitation only)

Sport related PD: Bronze Medallion, White Water Canoeing Guide Training, National Power Boat Course, Dinghy Sailing Instructors Course, Just Play Workshop

Arts: Contemporary Watercolour painting, Drypoint etching workshop, Djilba Dreaming Aboriginal Weaving, Art Ed Responses. Music: Kodaly National Conference, Dalcoze for Primary Teachers, Australian Strings Association National Conference

Key Student Outcomes

- The average students’ attendance rate in 2018 was 92.69%
- 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 93.11%

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 2018 SUMMARY

OVERVIEW

Overall, the 2018 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	441	423	434	433
WRITING	409	400	407	414

SPELLING	412	411	418	424
GRAMMAR and PUNCTUATION	407	424	432	443
NUMERACY	411	403	408	414

Year 5

LEARNING AREA	SCHOOL MEAN	STATE MEAN	NATIONAL MEAN	SIMILAR SCHOOLS
READING	524	502	509	514
WRITING	466	460	465	471
SPELLING	502	500	503	511
GRAMMAR and PUNCTUATION	516	500	504	516
NUMERACY	505	490	494	500

Primary School Recommendations and Strategies:

Reading: Staff completed SHARP reading PD. The staff collaborated on developing a Scope and Sequence for Comprehension Strategies across the whole school.

Writing: Staff have introduced a genre Scope and Sequence across the school and have undertaken PD on The Seven Steps to Writing Success.

Spelling: GMAS has adopted a whole school approach to teaching spelling using Diana Rigg resources incorporating her explicit instruction strategies, online PD for staff and explicit teaching of spelling. Staff meetings focus on sharing of spelling ideas. Education Assistants have completed PD on Sounds Right to complement work that is being done in the classroom.

Punctuation and Grammar: Staff have developed an editing guideline as well as a Scope and Sequence for Grammar and Punctuation.

Year 7

LEARNING AREA	SCHOOL MEAN	STATE MEAN	NATIONAL MEAN	SIMILAR SCHOOLS
READING	560	539	542	549
WRITING	510	505	505	523
SPELLING	540	545	545	564
GRAMMAR and PUNCTUATION	551	542	544	563
NUMERACY	561	549	548	563

Year 9

LEARNING AREA	SCHOOL MEAN	STATE MEAN	NATIONAL MEAN	SIMILAR SCHOOLS
READING	602	589	584	613
WRITING	560	551	542	581
SPELLING	582	586	583	610
GRAMMAR and PUNCTUATION	595	585	580	620
NUMERACY	626	602	596	621

Secondary School Recommendations and Strategies:

Literacy

Reading: Staff agreed on the benefit of current teaching practices which prioritise regular reading programs in class. Staff agreed that this will continue to be maintained in English programs from 7-10.

Writing: Staff reevaluated current teaching of Writing skills, to ensure consistency across classes and year levels with a decision to have a stronger focus on in-class written tasks and ensure the explicit teaching of editing strategies in 2019 for Year 7-9.

Spelling: Select staff attended a Spelling PD, which was then presented to the rest of the Department. A specific focus on explicitly teaching phonics and spelling rules within set units of work was decided, as well as maintaining regular Spelling Tests as part of the Year 7-9 programs.

Punctuation and Grammar: Staff will continue using Pearson and Knowledge Quest Grammar work books and online resources regularly to ensure students are familiar with the correct nomenclature, editing strategies and punctuation.

Numeracy

It was noted that a number of the areas of concern were for topics which are programmed to be taught after the NAPLAN tests.

We need to program extra time to the topics identified and ensure consolidation techniques are put in place, such as extra Mathspace tasks on those topics.

More emphasis is to be placed on teaching topics in context. ie Showing where the mathematics is used in the real world. All topics must have a context, allowing better appreciation of the mathematics skills and techniques involved.

Mathematics staff to investigate options for an interactive text, which will allow students to view video tutorials both at school and at home, as well as having access to instant feedback and explanations whilst completing practice questions.

A focus on Mathematical literacy by exposing students earlier and regularly to OLNA style questions, followed by tips and strategies on how to interpret and answer such questions.

GEORGIANA MOLLOY ANGLICAN SCHOOL – YR 12 RESULTS ANALYSIS 2018

THE STATISTICS

TOTAL NUMBER OF STUDENTS:	57
TOTAL NUMBER OF ATAR STUDENTS:	37 (64.9%)
TOTAL NUMBER OF VOCATIONAL EDUCATION STUDENTS:	20 (35.1%)
TOTAL NUMBER OF STUDENTS ACHIEVING THE WACE:	55 (96.4%)

SCHOOLS CURRICULUM AND STANDARD AUTHORITY DATA

SCSA AWARD WINNERS

Certificate of Distinction: 4 students

Certificate of Merit: 11 students

Subject Certificate of Excellence (English): 1 student

SCSA COURSE STATISTICS

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

Accounting and Finance	Mathematics Specialist
Chemistry	Media Production and Analysis
Drama	Physics
Mathematics Applications	Psychology
Mathematics Methods	Visual Art

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) STATISTICS

NUMBER OF ATAR STUDENTS GAINING AN ATAR RANK: 37 (64.9%)

HIGHEST ATAR RANK AT GMAS: Angus JACKSON 99.8

MEDIAN ATAR RANK: 76.45

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

Accounting and Finance	Mathematics Specialist
Chemistry	Media Production and Analysis
Drama	Physics
Mathematics Applications	Psychology
Mathematics Methods	Visual Art

UNIVERSITY ELIGIBILITY:

NUMBER OF STUDENTS ELIGIBLE FOR 4 UNIVERSITIES: 16

NUMBER OF STUDENTS ELIGIBLE FOR 3 UNIVERSITIES: 9

NUMBER OF STUDENTS ELIGIBLE FOR 2 UNIVERSITIES: 6

NUMBER OF STUDENTS ELIGIBLE FOR 1 UNIVERSITY: 6

UNIVERSITY ENTRY STATISTICS:

NUMBER OF STUDENTS THAT APPLIED FOR UNVERSITY ENTRY: 32

NUMBER OF STUDENTS OFFERED A UNVERSITY PLACE: 31 (96.87 %)

NUMBER OF STUDENTS OFFERED THEIR FIRST PREFERENCE: 23 (71.87%)

VOCATIONAL EDUCATION STATISTICS:

NUMBER OF STUDENTS ENROLLED IN VET PROGRAM: 20 (35.1%)

NUMBER OF STUDENTS OBTAINING A CERTIFICATE 2 OR HIGHER: 20 (100%)

GMAS VET RESULTS:

Certificate 2 Courses

Certificate II in Preparation for Work and Vocational Pathways	1
Certificate II Business	13
Certificate II in Sport Coaching	2
Certificate II in Sport and Recreation	3

Certificate 3 Courses

Certificate III in Business	11
Certificate III in Events	3
Certificate III Early Childhood Education and Care	3
Certificate III in Fitness	1
Certificate III in Sport and Recreation	4

Certificate 4 Courses

Certificate IV in Preparation for Nursing Education	2
Certificate IV in Business	1
Certificate IV in Fitness	1

**Teaching Staff, Highest Academic Qualifications
Senior Management Team**

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

Deputy Principal: Jo Burns, BEd, PostGradDipEd, DipT, MACE, MACEL

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

Chaplain: Earle Chamberlain, BA

Head of Senior School: Stephen Treloar, BSc.(Zoology). DipEd

Head of Middle School: Lisa Ness, DipT

Head of Primary School: Kathryn Campbell, BA (Ed)

Head of Curriculum: Philip Deroost, BBus, GradDipT

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

Teaching Staff

Mark Austin, BA, GradDipEd

Fiona Black, BAppSc, GradDipEd, Grad(ECE) (Long Service Leave S2 2018)

Andrew Bland, BSc, GradDipEd (Long Service Leave 2018)

Holly Bowen-Sant, BEd (K-7)

Matthew Braid, BEd (Early Childhood)

Stephanie Braid, BA, BCom, GradDipEd

Travis Brown, BSc, GradDipEd (Primary)

Marisha Burnside, BEd (Early Childhood)

Jacinta Busher, BA(Ed), BEd

Ross Chambers, BA, DipEd

Jo Coleman, BSc, GradDipEd

Rachel Cook, BEd(Primary)

Sophia Daryan, BA, GradDipEd (Exchange 2018)

Andrea Davey, BSc, GradDipEd

Kylie Davis, BA(Fine Arts), GradDipEd (Secondary) (Maternity Leave)

Donna Deroost, BMus, PGCE

Jaimee Dingle, BEd (Early Childhood)

Donna Dipane, BA(Ed)

Richard Dipane, BA(Ed), BEd

Rebecca Douglas, BEd (Early Childhood)

Nathan Ducasse, BA (Media), GradDipEd, Cert IV (OHS)

Heather Fink, BA, GradDipEd

Annalise Firth, BA, GradDipEd

Fiona Forrest, BA, BEd

Michelle Gabelich, DipT

Hamish Gibson, BA(Psych), GradDipEd, GradCertEd

Megan Grosse, BSc, PostGradDipEd, PostGradDipHR, Cert IV T&A

Laura Gunter, BEd(Early Childhood) (Maternity Leave)

Cristina Guzzomi, BSc, B(ConsBio), GradDipEd

Fiona Hawker, BEd (Primary)

Tracey Herridge, BA, BEd

Carolyn Herring, BA, GradDipEd(Primary), GradCertEd (EC)

Ariarn Huston, GradDipEd, BA (Engineering), BA (Commerce)

Lee Jamieson, BEd (Early Childhood)

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

Samantha Kingston, GradDipEd (Secondary), BA (Arts)

Anthea Kinson, BA (Hons. Humanities), PGCE
Sheree Knezevic, BEd (Primary)
Renee Leach, BA, BEd (Leave terms 3 & 4)
Bianca Madrigal, BH&PE
Kelly Mahoney, BAdesTV, DipEd
Conor Martin, MEd, BEd, DipTch
Rowena May, BCom, BA, GradDipEd
Deborah Merriman, Bed, Dip Ind Tch Ed
Justine Mitchell, GradDipEd (Primary), BA (Social Sciences) BA (Policing)
Rebecca Movley, BEd (Primary)
Helen Mullen, BSc, GradDipEd
Sharyn Naylor, BSc, Cert III TA, Cert IV TA, GradDipEd
Tran Ngo, BEd (Primary) (Maternity Leave)
Fiona Pates, BPE, GradDipEd (Primary)
Katie Payne, BA (Science Honours), GradDipEd (Secondary) (Maternity Leave)
Marni Redstall, BEd (K-7)
Emma Reynolds, BEd (Primary to Middle)(Maternity Leave)
Justine Richmond, BA, GradDipEd, GradDipChap
Naomi Riddell, BEd (Early Childhood)
Steven Riddell, BEd Technology, HND Engineering, CertIV TAE
Hollie Rogers, BEd (Early Childhood)
Marian Rowe, MEdLM, BBsc GradDipEd, GradCertRE
Emma Royer, BEd (Primary)
Trent Sherborne, BEd (Primary) Cert IV Training and Assessment
Rhiannon Skinner, BAEnglish, Cultural Studies and History, GradDipEd
Amanda Snelson, GradDipEd (Secondary), BA (Arts English Studies)
Nigel Snelson, License to Teach (Secondary), Department for Education, UK, BSc(Hons) (Mathematics)
Sarah Snow, BEd (Early Childhood)
Angela Spry, BEd (Early Childhood)
Louisa Stefanou, BPHE, GradDipEd
Brad Taylor, BCom, GradDipEd
Kate Telchadder, MAMus, BMus
Paul Terry, BSc (Hons) Chem, PGCE
Annalise Thompson, BEd
Susan Thompson, Dip Ed
Robyn Trewarn, BEd(Early Childhood) (Long Service Leave T4 2018)
Robyn Vogel, BAppSc, GradEd, GradDipEd, GradDipMedRep, Cert IV (Training & Assessment)
Paisley Walker, BA, GradDipEd
Fleta Walsh, DipEd, BSportSc
Philip Watts, GradDipEd, BA(Music)
Hugh Wendelin, BSc, GradDipEd
Christine Williamson, BAppSc, DipTeach
Gabrielle Wilson, BA (Fine Art), GradDipEd, GradCertEd (Asian studies)
Annie Winchcombe, BA (Visual Arts), Grad Dip Ed
Trevor Worrall, BA (Education)
Jon Yates, BEd, DipTeach
Albert Zollo, BSc (Neuroscience), MEd (Secondary)

Education Assistants

Lisa Basell, CertIII EdAss
Val Best, DipNursSci, DipMid, Cert III (EdAss), Cert IV (SpNeeds Ed Ass), Dip (SpNeedsEd)
Belinda Brockliss, Certificatell and IV (EdSupport)
Nicole Carter, Certificatell (Info Cultural Services Lib), Certificatell(Hosp.)

Pam Gibbons, CertIII (EdAss)
 Denise Green, CertIV (EdAss)
 Deb Harrison, CertIII (TAss), Cert IV (EdSupport), DIP(EdSupport)
 Belinda Hosking, CertificationIII and IV (Ed Support), DIP(EdSupport)
 Maree McCauley, CertIV (EdSupport), Cert IV (TAss)
 Jill Mewett, CertIII (TAss)
 Gary Paterson
 Kerri Peters, DIP (Ed Support)
 Julie Pollock, CertIV (Lib and Cultural Services)
 Karla Quinn, Cert III Ed Support
 Christy Reid, Cert III Ed Support
 Rebecca Retzlaff, CertIV (EdAss)
 Keren Schifferli, Cert IV (Ed Support)
 Elizabeth Scott, DipChPsych, Dip.Business, Dip. ECEd, Cert IV T&A, Cert IV (TASpNds)
 Sam Sharp, CertIV (EdSupport), DIP (EdSupport) Maternity Leave
 Hannah Smith, CertIII and IV (EdSupport)
 Jane Snee, AssocDegSc (LibTech)
 Nicole Thompson, AdvDip (Children Services)
 Deb Treloar, DipLabTeach, CertIV OHS
 Sharon Vlam, CertIII and IV (EdSupport)
 Zena Watts, BA (Social Sciences), Cert IV (Spec.Needs Ed)
 Jodie Woods, Cert IV (Spec.Need EdS)
 Justine Wright, CertIII (EdSupport) CertII (Bus)
 Rosey York, BA (Visual Art) Cert IV EdSupport

Music Tutors

Ganna Bogachova	Piano/Accompanist
Saskia Coffey	Violin
Donna Deroost	Clarinet/Saxophone
Sandra Fellows	Piano
Tanya Kavanagh	Voice
Kathryn Knoll	Piano
Sabine Kozlowski	Flute
Tony Lane	Violin
Gary Larkin	Drums
John Lee	Guitar
Sheryl Manning	Piano
Paul McDaniel	Drums
Angela Slee	Piano, String, Woodwind
Marlies Smitfoort	Cello
Michelle Spriggs	Voice
Murray Swain	Trumpet
Kate Telchadder	Music & Strings Coordinator
Justine Thompson	Clarinet/Saxophone
Peter Warren	Guitar

Administrative Support Staff

Wahnita Banwell - Admin Assistant Bookkeeper
 Karen Beynon - Admin Assistant Learning Support
 Cassandra Budge – Community & Development Officer (DipMktg, DipM&E, DipTOM)
 David Crossie - Facilities Person
 Joss Curnuck - ICT Trainee (Cert II Information Digital Media Technology)

Meretta Curnuck - GMAS Café Manager
Deb Evans - Assistant Business Manager
Mary Fairhead - Admin Assistant PA to Deputy Principal
Vanessa Fontanella - Student Services
Hope Gately – Grounds and Maintenance
Andrea Hartley - Admin Assistant & Main Reception (DipBus)
Lynley Hay – Personal Assistant to the Principal
Jenelle Holder - Admin Officer VET
Edweena Horsley - Credit Control Officer
Russell Horsley - Maintenance
Janine Johnson - ICT Technician (BSc)
Victoria Kearns - Registrar & Office Manager
Ann King - Admin Assistant Reception
June Maideen - Café Assistant
Kelvin May - Grounds and Maintenance
Claire Osborn - Grounds and Maintenance
Grace Ryan – PA to Deputy Principal and Business Manager
Leanne Senbergs - Café Assistant
Shaun Stennett - ICT Technician (AMCT)
Marcus Zulsdorf - ICT Manager (BSc (InfoSyst), AssDip (AppScComp))