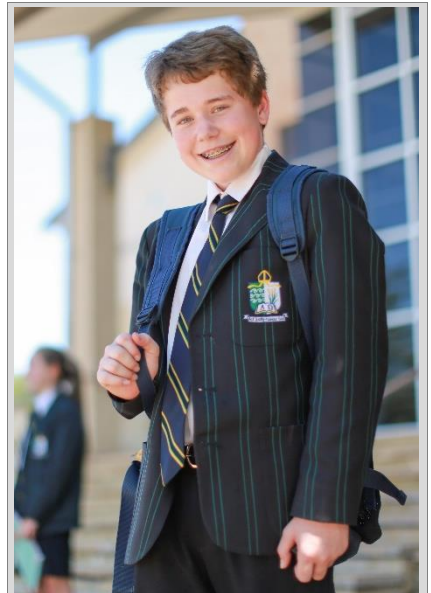


PETER
MOYES
ANGLICAN
COMMUNITY
SCHOOL



2018

SCHOOL PERFORMANCE INFORMATION

Peter Moyes Anglican Community School is one of the Anglican Schools Commission (ASC) system of schools. The School is named after Peter Moyes, the Commission's first Director and former Headmaster of Christ Church Grammar School whose vision in establishing the Commission was to develop affordable Anglican schools in Western Australia that provided a high quality, socially inclusive and caring Christian education.

As an ASC School we seek to demonstrate and advocate to our students, Staff and the wider community the worth of the ASC's six principal values:

- Faith:** Living the Gospel values
- Excellence:** Pursuing high standards in all things
- Justice:** Demonstrating fairness, compassion and conviction
- Respect:** Respecting self, others and our planet
- Integrity:** Acting with honesty and openness
- Diversity:** Promoting social inclusion and celebrating difference.

These values have been used to develop the Vision, Values and Beliefs of the School. As a Christian community in the Anglican tradition, the School wishes to engender the following Vision, Values and Beliefs **within our students, Staff and wider community**:

- Knowledge and Insight:** the pursuit of rational truth through learning
- Equality and Compassion:** recognising the values needed to promote human equity, trust and acceptance of diversity
- Integration and Wholeness:** recognising the importance of developing a purposeful mind, body and spirit
- Confidence, Competence and Responsibility:** encouraging the potential in all to achieve and promoting personal accountability for actions and respect for the rights of others
- Self-worth:** through the emergence of a self-esteem based on consideration and respect encouraging the acknowledgement of the worth of others

Our School seeks to focus on the needs and development of the whole person. These are incorporated in the range of activities experienced principally by our students and Staff, but also by our School families, in the formal and informal elements of the School's curriculum.

Knowledge & Insight ■ Equality & Compassion ■ Integration & Wholeness ■ Confidence, Competence & Responsibility ■ Self-worth



Peter Moyes Anglican Community School is located approximately thirty kilometres north of Perth in Perth's northern suburban corridor. Established by the Anglican Schools Commission in 2000, the School has grown to have a population of close to 1400 students. The School is a PK-12 School with three distinct Sub-Schools: Primary (PK-6), Middle (7-9) and Senior (10-12). Its students have a varied background, with many being the children of recently arrived immigrants from South Africa, Zimbabwe, Scotland and England. The School's low fee structure has meant that many of our students are the first from their respective families to attend an independent School. Approximately seventy-five per-cent of the School's graduating students enter tertiary study and the School has well developed VET courses of study.

The School regularly seeks the opinions of parents, students and teachers on a variety of matters affecting the School including reason/s for enrolment and/or leaving the School, courses of study including proposed courses of study and significant changes to the organisation and/or structure of the School.

The School recognises and believes that:

- All students are able to learn;
- Learning is best conducted in a safe environment, where mistakes can be made without ridicule;
- The focus of School life must be a holistic one that includes the full and balanced development of each member of the School community intellectual, aesthetic, emotional, moral, physical, social, and spiritual.
- A healthy balance must exist between the demands of School and home life for students, Staff and parents.
- Learning best occurs when the learner integrates experience, imagination, information and application
- Regular support and assistance to learning is vital for teachers, students and parents.
- Students are recognised for their uniqueness.

Knowledge & Insight ■ Equality & Compassion ■ Integration & Wholeness ■ Confidence, Competence & Responsibility ■ Self-worth



OVERVIEW



This information is provided with the aim of meeting the requirements of the Schools Education Act 2013 and the School Education Regulations 2014 subsection H. The information provides a statistical overview of some of the major elements of the School's daily operations. However, such information does not provide a full and accurate summary of the various activities and achievements of our staff and students. To this end, we encourage all viewers of this site to refer to our Prospectus and other information contained in the Website to further appreciate the ethos and offerings of the School. We welcome visitors to the School at all times and invite you to contact our Enrolments Officer on 9304 5500 to arrange a visit.

Staff Retention

Between 2017 and 2018 the staff retention rate within the School was 86.56%.

Teacher Qualifications

A listing of School staff together with details of their academic qualifications is available at the end of this report.

Staff Professional Development (PD)

PD Days Used	Cost of Teacher Relief	Cost of Courses	TOTAL COST
592.80	\$31,445	\$91729	\$123,175

All School teaching staff participated in Professional Development last year. The programs covered a range of areas from Pastoral Care, Learning Support, Learning and Thinking Tools, Progress Maps, Use of Information Technology in Teaching and Learning, subject association activities and subject teaching strategies.

Staff composition

	Full Time	Part Time	Indigenous
Male	44	5	0
Female	80	42	0

Student Attendance

Year	Student Numbers	Daily Average % Attendance Rate
PK	48	96.9
KG	77	93.1
PP	56	93.5
1	56	94.7
2	61	95.9
3	65	93.6
4	61	94.2
5	98	94.2
6	98	93.0
7	161	94.2
8	174	94.2
9	162	92.6
10	155	92.3
11	138	93.5
12	122	94.0
Average		94.65

Management of non-attendance

The Principal or nominee will:

- Request an explanation from the student's parent or responsible parent when a student has been absent from School and an acceptable explanation has not been provided after three days from the beginning of the absence.
- Manage absences in conjunction with the alternative provider for students participating in alternative attendance arrangements.
- Where attendance falls below 90 per cent over a term:
 - further investigate the reasons for the student's absence
 - organise a parent teacher meeting and/or a case conference at the earliest opportunity to identify the issues related to the non-attendance and plan for improvement; and
 - document all attendance improvement plans if implemented.

Persistent non-attendance

If a student has been identified as being an irregular or chronic non-attende and repeated efforts to work with parents to restore attendance have not been successful, the Principal or nominee will:

- request a formal meeting
- if attendance does not improve, the Principal will consult the Education Department
- inform the parent advising of consolation with the Education Department
- revise any attendance improvement plan developed

YEAR 12 RESULTS 2018

The graduating class of 2018 has represented the School extremely well when reviewing their WACE results.

As in previous years, it has been very pleasing to hear of the high number of students who have been offered their preferred university and vocational training courses for this year. As reported in the West Australian, the School was named as having two subjects whose cohorts performed the top in the state, with five students receiving awards.

An Overview:

Of the 122 students in the cohort, 89 (81%) studied five WACE courses that led to an Australian Tertiary Admissions Rank (ATAR).

Of these ATAR students, the following collective results were achieved:

- 24% gained an ATAR of 90 or higher
- 43% gained an ATAR of 85 or higher
- 54% gained an ATAR of 80 or higher
- 65% gained an ATAR of 75 or higher

These results acknowledge that over two thirds or 65% of our ATAR students achieved grades that placed them in the top 25% of the national student cohort.

It is pleasing to report that the School's median ATAR of 80.65 demonstrated an improvement of over 4 points from that of 2017. The Leavers of 2018 are congratulated on their efforts; as it is the first time in the School's history that it has gained a median ATAR of over 80. The School has now set a new collective challenge to achieve a median ATAR of '85'.

OVERVIEW OF WACE COURSES IN 2018

The "95 Club"

Each year the School recognises those students who have achieved an ATAR of 95 or higher. The School congratulates the following nine students that achieved this distinction:

Samuel Birch
 Bailey Cunningham
 Georgia Graham
 Rachael Hardman
 Kiara Henkel
 Constance Lyon
 Melina Manganaro
 Roxana Sheriff
 Rui Zheng

The School is equally proud of the twelve students who gained an ATAR of 94 or more.

Two students gained ATARs of 99 or higher; Bailey Cunningham and Georgia Graham.
Two students gained an ATAR of 98 or higher.

Course Leaders

For several years, our Year 12 courses have been recognised as being among the highest performing cohorts in the State based on the percentage of students whose marks were in the top 15% of all students taking these courses. This year, the School was recognised for the following courses:

- Health Studies (1 of 15 schools)
- Physical Education Studies (1 of 15)

Course Leaders data is compiled from the percentage of students from each school who had Year 12 ATAR course combined scores in the top 15 per cent of all students in that course. It recognises the strength of achievement of schools in Year 12 ATAR courses but does not discriminate between schools with high or low enrolment in Year 12 ATAR courses. To be recognised, schools must have at least 10 students with a Year 12 ATAR course combined score in the course.

AWARDS FOR CONSISTENT SCHOOL ACHIEVEMENT

Certificates of Distinction

For 2018, five students were awarded a Certificate of Distinction for Excellent School Achievement. A Certificate of Distinction is presented to students who, in their last three consecutive years of senior secondary WACE enrolment, achieve 190 to 200 points. The points are accrued from 20 Year 11 and Year 12 units, of which 10 are at Year 12 level.

They are to be congratulated for being among the top 0.5% of candidates based on their examination mark for one or more of their ATAR courses.

Students awarded a Certificate of Distinction were:

Georgia Graham

Melina Manganaro

Kiara Henkel

Elizabeth Ross

Constance Lyon

Certificates of Merit

A Certificate of Merit is presented to students who in their last three consecutive years of senior secondary WACE enrolment achieves at least 150 points. This year saw the pleasing number of 20 students awarded a Certificate of Merit, 10 more than that in 2017!

Students awarded a Certificate of Merit were:

Seth Adams	Hollie Johnson
Joshua Bateson	Chloe Saunders
Samuel Birch	Nick Sheikhzadeh
Dayna Brooks	Roxana Sheriff
James Butcher	Lily Smith
Bailey Cunningham	Harry Taylor
Olivia Fowler	Temara Thomson
Jasjit Ghataure	Chloe Todd
Rachael Hardman	Amy Wayne
Holly James	Rui Zheng

SUMMARY OF WACE PATHWAYS FOR STUDENTS

2018 saw the completion of the second year of the new WACE Curriculum. One of the aims of the reforms was to provide challenging course content to all students regardless of their ultimate post-secondary school destination. The School Curriculum and Standards Authority (SCSA) provides two pathways from which students can choose; an ATAR or General Pathway.

Students studying an ATAR pathway are required to complete 20 units of study, 10 of which from Year 12 and to achieve their WACE, students must gain 14 'C' Grades over the course of Years 11 and 12, eight of which gained from Year 12 courses.

Students taking a General Pathway are required to complete a minimum of one Certificate II Course. For our students these include Certificates at levels II, III and IV in different fields. Along with completing unit content, General Pathway students must undertake 220 hours work placement in each Certificate, which can be off School grounds or during their term breaks. This combination of study sees some students attending School for either 3 or 4 days per week.

Another part of the WACE curriculum reforms for graduation includes the Online Literacy and Numeracy Assessments (OLNA), introduced in 2014. Students must achieve a Band 8 or higher in their Year 9 NAPLAN tests in order to achieve the minimum requirements for secondary graduation. Those who do not, have six opportunities to demonstrate an equivalent standard in online tests for the required Reading, Writing or Numeracy component during Years 10, 11 and 12. If students do not achieve a minimum standard in any of these, they do not receive a WACE.

After the September round of OLNA testing this year, all students satisfied the OLNA criteria. Satisfyingly the School for the first time achieved a median ATAR of over 80. Thus is testimony to the success of strategies implemented at the School and to the perseverance of the staff and students to set and achieve goals towards excellence.

Figure 1 Local Schools - 2018 Comparison of ATAR Results

Figure 1 demonstrates the ranking of Peter Moyes with other schools in the local area.

The 2018 results reflects an increased standing among our competitors in all three sectors; the ASC, Catholic and State schools. It is pleasing to see the continued distinction between our results and those of Mindarie Senior College and Quinn’s Baptist College. It is notable that both these two schools improved their Median ATAR from 2017.

Our School is cognizant of the need to support students in their WACE course selection to provide the best outcome for our students’ post-secondary destinations. Over time both our students and their parents are recognising the advantages that General Pathway courses provide for students who academically may not reach the benchmark of an ATAR, which guarantees competitive direct entry into a University. Peter Moyes is proud that it does not follow a zealous protocol in the enforcement of course and subject selections to maximise certain academic outcomes.

Local School	Number of eligible Year 12 students	Number of students with an ATAR	Percentage of students with an ATAR	Median ATAR
Prendiville Catholic College	148	88	59.06	84.60
St Stephen’s School	321	156	67.53	84.40
Lake Joondalup Baptist College	123	82	66.67	82.90
Peter Moyes Anglican Community School	123	89	72.36	80.65
Ashdale Secondary College	242	76	31.40	79.95
Irene McCormack Catholic College	98	54	55.10	79.45
Quinns Baptist College	58	34	56.62	76.45
Ellenbrook Secondary College	222	46	20.72	75.85
Mater Dei College	151	81	53.64	74.60
Mindarie Senior College	396	140	35.35	71.30
Butler College	202	72	35.64	67.65
Wanneroo Senior High School	190	56	29.47	59.25

Knowledge & Insight ■ Equality & Compassion ■ Integration & Wholeness ■ Confidence, Competence & Responsibility ■ Self-worth



Figure 2 Other ASC Schools - 2017 Comparison of ATAR Results

Similarly, Figure 2 compares our School within our own Anglican Commission Schools System. Note that not all ASC schools are represented in the Table because of the smaller size of the cohort. Their results provide insufficient data to include in the WACE statistics, for example, St Georges AS, Esperance ACS and Peter Carnley ASC.

In the Table below, the School compares favourably with the four ASC schools with a similar cohort size. This year John Wollaston tops the table; however, it has a small cohort of ATAR students. In comparing last year's results, St Marks ATAR has improved by 3 points. Peter Moyes ASC improved by 5 points from a Median ATAR of 75.85.

School	Number of eligible Year 12 students	Number of students with an ATAR	Percentage of students with an ATAR	Median ATAR
John Wollaston ACS	58	32	54.24	85.61
St Mark's ACS	151	126	83.44	85.25
Peter Moyes ACS	123	89	72.36	80.65
Frederick Irwin ACS	139	108	77.70	80.40
Swan Valley AS	61	35	57.38	80.35
John Septimus Roe ACS	160	105	65.63	79.65
Georgiana Molloy AS	57	37	64.91	76.46
St Georges AS	40	-	-	-
Esperance ACS	28	-	-	-
Peter Carnley ACS	26	-	-	-

Figure 3 Spread of PMACS Australian Tertiary Admission Ranks (Percentiles)

Figure 3 presents data over time from 2018 to 2013. The strategies put in place over the last two years have reduced the number of students who achieve an ATAR of 55 or less. Students with an ATAR of 85 or more significantly increased in 2018.

The reduction of students gaining an ATAR of 50 or less are strategic. These results are in part due to the continued strategies embedded in classes and House Tutorial and include a focus on active use of Progress Trackers in House, highlighting the Interim Report and subject counselling.

All of the 2018 School Leavers demonstrated the standard required to achieve the OLNA.

This may not be the case for the 2019 cohort. In 2019, there are 8 Year 12 students still to meet the standard. The Senior School continues to provide on-going support of our less able students.

In 2018, the School continued with a focus on data. This year, we have expanded the time provided to analyse student data for all students in the School, not just in Years 11 and 12. In late 2018, the Middle and Senior Schools introduced a range of PAT testing. This will provide specific and targeted data to inform Heads of Department and Houses, as well as class teachers of the strengths and weaknesses of our students. As a result, greater differentiation will be a focus of teaching and learning.

Another strategy introduced in 2018 was a partnership with Mindarie SC for holiday WACE revision courses for Years 11 and 12. Master Class WACE+ is the organiser, with sessions hosted at both schools during each Term holiday. Courses are subsidised for Peter Moyes students and they have been well received by our students.

In 2019 we will continue with these courses including the January Jump-Start courses which were promoted to students in Year 11 and 12 for selected WACE courses, essay writing, study skills and OLNA.

Self-worth ■ Responsibility ■ Competence & Confidence ■ Wholeness ■ Integration & Compassion ■ Insight & Equality

Figure 3
Spread of PMACS Australian Tertiary Admission Ranks (Percentiles)

ATAR	2018 (%)	2017 (%)	2016 (%)	2015 (%)	2014* (%)	2013 (%)
95 – 99.95	10.11	6.3	7.4	6.9	9.5	3.5
90 – 94.95	13.48	4.5	12.0	8.9		10.5
85 – 89.95	19.1	10.8	11.1	7.9	12.5	14.0
80 – 84.95	11.23	12.6	12.0	13.8	12.5	9.3
75 – 79.95	11.23	9.9	10.1	11.8	15.5	14.0
70 – 74.95	10.11	11.7	7.4	13.8	9.5	10.5
65 – 69.95	5.61	6.3	14.8	13.8	15.5	9.3
60 – 64.95	3.37	7.2	2.7	5.9	3	10.5
55 – 59.95	7.86	4.5	7.4	4.9	9.5	7.0
50 – 54.95	5.61	7.2	4.6	2.9	3.0	9.3
45 – 49.95	2.24	0	2.7	2.9		
40 – 44.95		3.5	3.7	0.9	6.0	1.2
35 – 39.95		0.9	2.7	0.9		1.2
30 – 34.95			2.7	0.9	3.0	
25.00 – 29.95			0.9			
0.00 – 24.95						
TOTAL Number of Students:	123	122	133	101	32	115

* "Half Cohort" Year

Knowledge & Insight ■ Equality & Compassion ■ Integration & Wholeness ■ Confidence, Competence & Responsibility ■ Self-worth



Figure 4
Median ATAR (Australian Tertiary Admission Rank) for PMACS LEAVERS

Year	PMACS Median ATAR	State Median ATAR
2018	80.65	81.80
2017	75.85	81.40
2016	78.45	80.85
2015	74.8	80.2
2014	75.1	79.0
2013	75.5	79.1
2012	77.3	78.8

Figure 5
TISC University Application Statistics- 2018

School	Curtin	ECU	Murdoch	UWA	Total
Applied with a 1st preference (includes those with no ATAR)	16	26	4	30	77
Offered 1st preference	9	17	4	22	52
Offered any of their preferences	12	28	7	28	75
Confirmed enrolment	8	16	3	22	49
Deferred enrolment	1	7	0	1	9

* Data collected on 15th January 2019

OVERVIEW OF VET COURSES IN 2018

For many years, the School has a strong tradition of providing Vocational Education and Training (VET) opportunities for its students. With the changing landscape of VET in schools, we have concentrated on offering students a variety of Certificate Courses at levels from I through to II across Years 10, 11 and 12. The majority of our students on a General Pathway study at least one Certificate II Course. We offer two Certificates over a two-year course; namely Engineering Pathways and Visual Art. In 2019, a third Certificate of this nature will see its completion – Creative Industries.

Depending on student demand the suite of Certificates, vary from year to year, to suit our students who undertake Workplace Learning and traineeships. Our Certificate offerings complement the Workplace Learning these students will undertake, and we continue to look to provide viable and realistic offerings.

Figure 6 below lists student numbers of Certificate Qualification in 2018.

Figure 6
Vocational Education and Training (VET) certificate levels and area - 2017

Certificate Level and Area	Numbers of F/T edible Year 12 students	Provider
Certificate II Sport Coaching	19	YMCA
Certificate II Engineering Pathways	10	VETIS
Certificate II Business	6	YMCA
Certificate II Public Safety (Aquatic)	1	Surf Lifesaving Australia
Certificate II Retail cosmetics	1	North Metropolitan TAFE
Certificate II Visual Arts	1	North Metropolitan TAFE

The table represents 32 individual students who completed in total 38 Certificates. Of this group, the majority of students – 27, completed one Certificate Course. Four students completed two Certificates; the majority of which were Certificate II in Business and Certificate II in Sport Coaching. One student completed three Certificates.

Of this group completing Certificate Courses, five students were on an ATAR Pathway with this representing one subject in their course load.

Knowledge & Insight ■ Equality & Compassion ■ Integration & Wholeness ■ Confidence, Competence & Responsibility ■ Self-worth

2018 NAPLAN RESULTS

NAPLAN (National Assessment Programme – Literacy and Numeracy) assessments are standardised assessments, completed by all students in Years 3, 5, 7 and 9 across the nation. Students are assessed in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. The tests are administered in the classroom by the classroom teachers and marked by expert, independent markers. The NAPLAN assessments are intended to provide parents and guardians with information about the progress of their child in relation to nationally agreed benchmarks. These benchmarks represent the minimum standard of literacy and numeracy skills expected.

Following these assessments, parents are provided with a report which compares their child's performance with that of all other students in the same year group. Parents can gain an indication of their child's progress by comparing their current results with those gained in these assessments in prior years.

It is important to be aware that these assessments are not part of a planned teaching and learning programme offered by teachers within the School. Rather, they are one off, general assessments which provide a limited view of children's abilities. The assessments should be considered in this context and in no way replace the assessments and judgments made by classroom teachers across the course of an academic year.

Summary of 2018 NAPLAN Results

The School's 2018 NAPLAN results are generally very positive, particularly in Year 9 which demonstrates improved performance by students as they move through the School.

It is pleasing to note the high percentage of students achieving at or above the minimum standard in most assessments across all year groups.

It is also pleasing to note the low percentage of students achieving within the bottom 20% nationally in Numeracy for all year levels, Reading and Writing assessment areas for Year 7; and for all assessment areas for Year 9.

The 2018 results indicate a high percentage of our students within the top 20% nationally in Year 7 and 9 Numeracy and Writing; Year 9 Reading and Spelling; and Year 3 Grammar & Punctuation.

Outstanding results were achieved in Year 9 across all assessment areas.

Overall, the School believes that these results are an indication of the positive effect of strategies used within the School's teaching and learning programmes. As always, we will continue to seek ways to further improve our results.

Numeracy Results

Numeracy	National Percentiles	School Performance
Year 3		
N=64	Top 20%	18%
	Middle 60%	69%
	Bottom 20%	13%
	At or Above Minimum Standard	100%
	Below Minimum Standard	0%
Year 5		
N=90	Top 20%	18%
	Middle 60%	63%
	Bottom 20%	19%
	At or Above Minimum Standard	99%
	Below Minimum Standard	1%
Year 7		
N=154	Top 20%	23%
	Middle 60%	67%
	Bottom 20%	10%
	At or Above Minimum Standard	100%
	Below Minimum Standard	0%
Year 9		
N=150	Top 20%	26%
	Middle 60%	70%
	Bottom 20%	4%
	At or Above Minimum Standard	100%
	Below Minimum Standard	0%

Summary

- Extremely high percentage of students at or above minimum standard in all Year levels.
- High percentage of Year 7 students achieving in the top 20%.
- Very high percentage of Year 9 students achieving in the top 20%.
- Comparatively high percentage of students in all year levels in the middle bands.
- Low percentage of students in Years 3, 7 and 9 in the bottom 20%.

Reading Results

Reading	National Percentiles	School Performance
Year 3		
N=64	Top 20%	16%
	Middle 60%	60%
	Bottom 20%	24%
	At or Above Minimum Standard	98.5%
	Below Minimum Standard	1.5%
Year 5		
N=90	Top 20%	16%
	Middle 60%	65%
	Bottom 20%	19%
	At or Above Minimum Standard	96%
	Below Minimum Standard	4%
Year 7		
N=154	Top 20%	20%
	Middle 60%	66%
	Bottom 20%	14%
	At or Above Minimum Standard	99.5%
	Below Minimum Standard	0.5%
Year 9		
N=150	Top 20%	30%
	Middle 60%	63%
	Bottom 20%	7%
	At or Above Minimum Standard	100%
	Below Minimum Standard	0%

Summary

- Very high percentage of students at or above minimum standard in Year 3, 7 & 9.
- Very high percentage of Year 9 students achieving in the top 20%.
- Low percentage of students in the bottom 20% in Year 3, 7 and 9.

Writing Results

Writing	National Percentiles	School Performance
Year 3		
N=64	Top 20%	16%
	Middle 60%	66%
	Bottom 20%	18%
	At or Above Minimum Standard	100%
	Below Minimum Standard	0%
Year 5		
N=90	Top 20%	11%
	Middle 60%	71%
	Bottom 20%	18%
	At or Above Minimum Standard	95%
	Below Minimum Standard	5%
Year 7		
N=154	Top 20%	25%
	Middle 60%	63%
	Bottom 20%	12%
	At or Above Minimum Standard	97%
	Below Minimum Standard	3%
Year 9		
N=150	Top 20%	36%
	Middle 60%	54%
	Bottom 20%	10%
	At or Above Minimum Standard	95%
	Below Minimum Standard	5%

Summary

- 100% of students at or above minimum standard in Year 3.
- 100% of students at or above minimum standard in Year 5.
- High percentage of Year 7 students achieving in the top 20%.
- Very high percentage of Year 9 students achieving in the top 20%.

Spelling Results

Spelling	National Percentiles	School Performance
Year 3		
N=64	Top 20%	10%
	Middle 60%	74%
	Bottom 20%	16%
	At or Above Minimum Standard	98.5%
	Below Minimum Standard	1.5%
Year 5		
N=96	Top 20%	17%
	Middle 60%	61%
	Bottom 20%	22%
	At or Above Minimum Standard	97%
	Below Minimum Standard	3%
Year 7		
N=171	Top 20%	21%
	Middle 60%	61%
	Bottom 20%	18%
	At or Above Minimum Standard	98%
	Below Minimum Standard	2%
Year 9		
N=163	Top 20%	34%
	Middle 60%	54%
	Bottom 20%	12%
	At or Above Minimum Standard	99%
	Below Minimum Standard	1%

Summary

- High percentage of students at or above minimum standard in all year levels.
- Very high percentage of Year 9 students achieving in the top 20%.
- Low percentage of students in the bottom 20% in Year 9.

Grammar and Punctuation Results

Grammar	National Percentiles	School Performance
Year 3		
N=64	Top 20%	26%
	Middle 60%	51%
	Bottom 20%	23%
	At or Above Minimum Standard	98.5%
	Below Minimum Standard	1.5%
Year 5		
N=90	Top 20%	20%
	Middle 60%	60%
	Bottom 20%	20%
	At or Above Minimum Standard	97%
	Below Minimum Standard	3%
Year 7		
N=154	Top 20%	18%
	Middle 60%	70%
	Bottom 20%	21%
	At or Above Minimum Standard	98%
	Below Minimum Standard	2%
Year 9		
N=150	Top 20%	32%
	Middle 60%	55%
	Bottom 20%	13%
	At or Above Minimum Standard	99%
	Below Minimum Standard	1%

Summary

- High percentage of students at or above minimum standard in all year levels.
- High percentage of Year 3 students achieving in the top 20%.
- Very high percentage of Year 9 students achieving in the top 20%.
- Low percentage of students in the bottom 20% in Year 9.



Supporting Students in Literacy and Numeracy

Within the Primary and Middle Schools, we employ a number of strategies for supporting those students who are identified as being below expected standards for Literacy and Numeracy (such as those identified as below Benchmark on the NAPLAN assessments). These include:

- The use of standardised, in-class assessment to assist in the identification of students below expected standards for literacy and numeracy and assisting in the identification of their current levels.
- Provision of individual student results for NAPLAN assessments to classroom teachers.
- Modification and adaptation of teaching and learning programmes by classroom teachers to meet the specific needs of students.
- The use of an individualised online Mathematics programme, 'Maths Pathway' for Years 5, 7, 8 students and Year 9 Maths Essential class.
- The Learning Support programme provides additional support for students with identified learning needs, in areas such as such Literacy and Numeracy.
- Where appropriate, the use of Documented Plans and/or Curriculum Adjustment Plan (CAP) for identified students.
- Sharing of information between the Sub-Schools has been enhanced by the appointment of a K-12 REACH Co-ordinator, thus improving continuity and closely monitoring student progress across all Learning Areas.

Additionally, the Academic Extension programme extends our more able students in Years 3 to 6. The School will continue to review our teaching and learning programmes to achieve improvement in all areas.

2018 OLNA RESULTS

The Western Australian Government introduced Online Literacy and Numeracy Assessments (OLNA) in 2013. They are compulsory tests for all students in Western Australia who have not previously achieved at Band 8 or higher in NAPLAN Tests in Year 9. The aim is to have students demonstrate the minimum literacy and numeracy standard. Without demonstrating this standard, students will not achieve their Western Australian Certificate of Education (WACE). This followed feedback from employers and training providers about the low literacy and numeracy capabilities of some school leavers.

At the conclusion of Year 9, students have been pre-determined according to the Education Department's Data Base as not meeting the minimum standard of Level 3 of the Australian Core Skills Framework (ACSF). There are two ways to demonstrate the standard - prequalification through Year 9 NAPLAN; or demonstrating the minimum standard through the OLNA. As a result, on entering Year 10, each student is given an OLNA status:

- Category 3 – students prequalified through NAPLAN in Year 9
- Category 2 – students did not prequalify through NAPLAN in Year 9 and are expected to pass their OLNA assessment during the six opportunities given in Years 10, 11 or 12.
- Category 1 – students did not prequalify through NAPLAN in Year 9 and may not pass their OLNA without directed and specific assistance during their senior secondary schooling.
- NSA – students did not sit the assessment, or the assessment result is not available.

Students have up to six opportunities, twice a year, between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard. For example, if a student achieves Band 8 for Reading and Writing but not for Numeracy, he/she will only be required to sit the OLNA Numeracy component of the assessment.

The working time for the three online assessment components is 60 minutes each. There are 60 multiple-choice questions each in the Reading and Numeracy components; the Writing component is an extended response of up to 600 words. Each student responds to one of several equivalent versions of each assessment that are randomly delivered. There is no advantage or disadvantage to be gained from sitting a particular version of an assessment.

Results from the 2018 Round 2 of OLNA in September for Peter Moyes ASC students indicated that almost all of the students required to sit the tests were in Year 10 and were classified as Category 2 – indicating that these students would be highly likely to pass before the completion of Year 12.

In 2018 there were no Year 12 students who were required to sit the OLNA

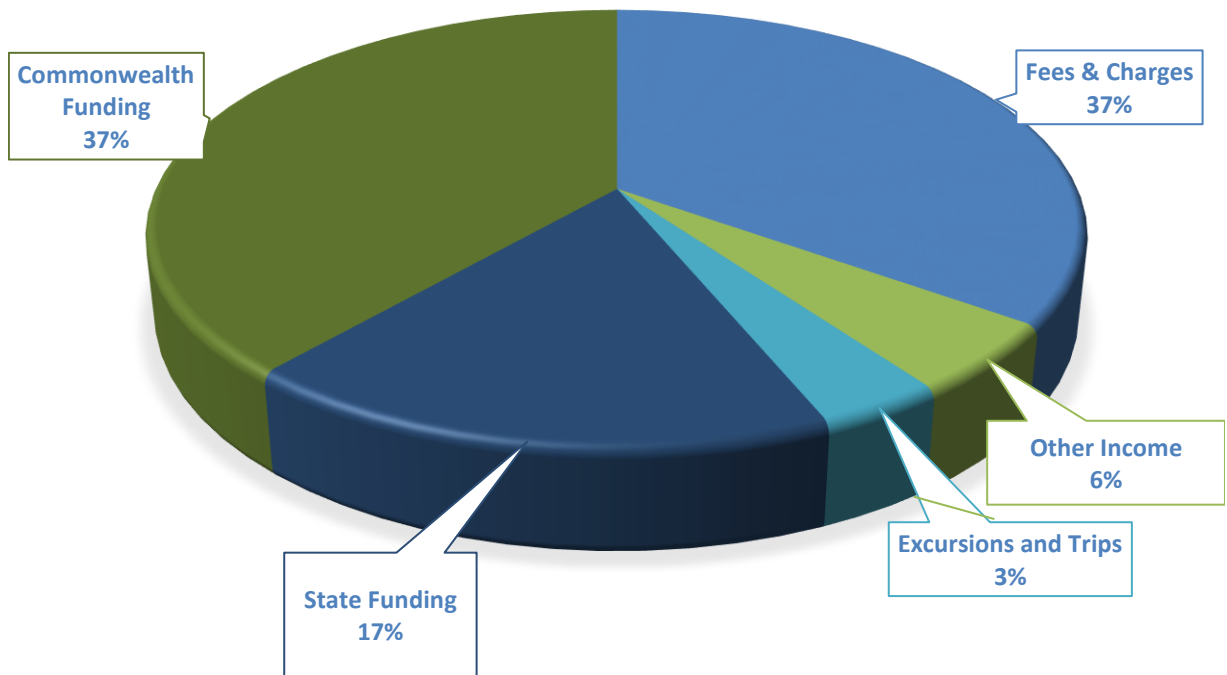
Assessment	Students in Year 11	Students in Year 10	Total students	Predominant Category
Numeracy	11	13	24	2
Reading	4	20	24	2
Writing	4	26	30	2

Ms Gillian Dawn, her team of Learning Support staff and selected Mathematics and English teaching staff in the Senior School have dedicated both class time and two afternoons a week as Co-curricular assistance leading up to the March and September Rounds to support our

students. This builds on past programmes, which saw a sustained and targeted intervention to assist students undertaking OLNA.

In 2019, we continue to support a small group of Year 12 students – 7 who will sit the OLNA in their final year of schooling.

INCOME FOR THE YEAR



* These figures have been rounded.

ACADEMIC STAFF QUALIFICATIONS

NAME	QUALIFICATION
School Council	
John Filippone (Chair)	BA
Dr Michelle Ellis (Deputy Chair)	BEd, GradDip(AppLing), MEd, PhD
Heidi Bailey (Treasurer)	
Adam Inder	BSc, MTeach
Leighton Henley	LLB BBus
Rev Gail Falconer	
Rina Bhabra	
Gift Makwasha	
Principal	
Benjamin Lomas	BScEnvMgt, GradDipEd, MEd(Lshp)
Business Manager	
Alan Wright	BCom, FCIS, FGIA, FIPA
Chaplain	
David Deeny	B.A., H Dip.Ed
Deputy Principal	
Richard Alchin	BSc (Hons); GradDipEd; MEd(Lshp&Mgt)
Associate Principal	
Natalie Shaw (Senior School)	B.A. (Hons), Grad.Dip.Ed.
Alison Grey (Middle School)	B.A. (Hons), P.G.C.E., Grad.Dip.Ed.
Roderick Wood (Primary School)	B.Ed., Dip. Teaching, M.Ed.
Deputy Associate Principal	
Nicole Brown (Primary School)	B.A.(Ed.), Grad. Cert. Ed., M.Ed.

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Heads of Department	
Keith Briggs	BA(Hons)(ModHist), GradDipEd(Sec)
Lynn Gray	BA (Lit&Psych), DipTeach(Prim), HDipEd, CELTA, MEd (EdLshp/CurricDev)
Maya Swailes	BA(Econ), GradDipEd(Sec), CertIVT&A
Trurina Cook	B.Sc., B.Ed.
Gillian Dawn	NDip(BusEd); DipTeach(Prim), PostGradCertEd(LD), MEd(Research)
Peta Flanigan	B.A., Grad.Dip.Ed., M.Ed.
Drew Hall	B.Sc. (Hons), P.G.C.E.
Jacky Harrison	B.A., Grad.Dip.Ed.
Wendy Hurst	B.Sc., Grad.Dip.Ed
Andrew Milne	B.A., B.Sc., Dip. Comp. Sci., Dip. Ed., Cert. Mech&Prod. Eng.
Danielle Palmer-Smith	Dip. Teaching
Linda Pilton	B.A., Grad.Dip.Ed., Dip.Min., B.Th.
Justin Tonti	B.Mus., M.Ed.
Toby Wright	BS(SpSc), DipMage
Coordinator Primary School	
Karen De Swardt	H. Dip. Ed.
Kellie Shimmings	B.Ed.
Team Leader Middle School	
Carol Borthwick-Hall	B.A. (Hons), M.B.A., H.Dip. Ed.
Adam Hollingsworth	B.Ed.
Phillip Carr	BSc(Hons), BSc(Hons) PostGradCertEd(Sec)
Jesse Phillips	B.Sc., Grad.Dip.Ed.
Matthew Schlueter	B.Ed.
Alan Rourke	B.A.(Ed).
School Counsellors	
Emily Kerins	B.A., DIC, HND
Angela Lamers	B.Psych., B.A., Dip.R.E.

Head of House Senior School	
Grainne Barber	B.A.(Hons) Dip.Ed.
Mark Fussell	B.Sc., Grad.Dip.Ed.
Sharon Marwick	B.A., Grad.Dip.Ed.
Larry Parkes	B.Bus., Grad.Dip.Ed., M.Ed.
Karen Swain	B.A., Grad.Dip.Ed.
Middle and Senior School Teachers	
Deanne Baker	BA(Ed)
Kate Beeching	BSc(Hons)(Zool), GradDipEd
Maria Bird	BA, PostGradCertEd, MLshpMgt
David Borrello	BA(SSc), BAEd(Sec)
Liz Bozich	BA, GradDipEd
Sarah Branley	B(HealthPEd)
Melita Bursac	BEd(Mus), GradDipEd(Sec)
Richard Cackett	BSc, DipEd, GradDipEd, MSc(ScEd), Cert IV WPA, EPICT
Timothy Croot	BEd, (HealthPEd)
Jennifer Cutler	BBioSc, GradDipEd(Sec)
David Davies	BEd
Nicol Davis	BA, GradDipEd
Kelly Dowel	BA(Ed), BSSc
Michael Fogliani	BAEd, BA(ComSt)
Sophie Fryer-Smith	BA(EngSt), DipEd(Sec)
Lachlan Hall	BEd
Jeb Hendricks	BSc, GradDipEd(Sec)
Terri Hinch	BA(English), GradDip(Bus), GradDipEd(Prim) GradCertSecEd(SocScEd)
Nicole Jackson	BA(SSc)
Katrina Keegan	BSc, DipEd

Kira Lawrence	BA(Ed), B(SoS), GradDipEd
Emma Leadon	BEd, GradCertEd
Catherine Martin	BA, HDipEd
Gerard McCann	BSc(Hons)(2:1)(Chem), PostGradEd(Science& PE) PostGradCertEd(PICT),
Alexandra McDiarmid	BSc, Grad Dip Ed
Candida McKnight	BComm, GradDipEd(Sec)
Bronwyn Mee	BEd, GradCertEd(LD)
David Osman	BEd(Sec)
Kristina Oxley	BA(Ed), B(SSc)
Serena Parker	BA(VisArt), GradDipEd(Sec)
Hayden Payne	BA(Hons), GradDipEd
Natalie Potts	BA(ComSt), GradDipEd
Sara Priest	BA(Hons)(His), PostGradDipEd
Andrew Rasano	BSc (Physio), GradDipEd (Sec)
Simone Robinson	B(AsianS), GradDipEd, CELTA, Cert II, III, & IV AppLang(Mandarin)
Toni Rockliff	BA(Sec)
Denise Saunders	BAEd
Jessica Sorci	BA(Hons), GradDipEd(Sec)
Oliver Spurry	Bed(Sec)
Bernard Streeter	BS(SpSc), GradDipEd(Sec)(PE&Sc), QTS, GradDipEd(Sec) (PE & Sci)
Lisa Thomas	BEd(prim)
Ian Todd	BSc, DipEd
Hannelie Viljoen	HTEachDip
Ryan Walker	BA(Ed)
Andrea West	BA(Hons), PostGradDipEd, NatProfQualship

Jordan West	BSc, BA(Ed)
Michael Wilkinson	BSc (EnvSc), BEd (Sec)(Sc& Maths)
Xia Ying Leong	BSc, GradDipEd
Rev Jean-Pierre Schroeder	Lth and BA(Hon), MTh
Secondary Education Assistants	
Robert Bizzell	Technology and Enterprise Assistant
Vicky Carter	Science Technician
Tania Melendez Diaz	Science Lab Assistant
Analee Smith	Food technician DipTeachAss
Lilian Venters	Visual Arts Department Assistant CertIIIEdSp, AdvDip(Ach)
Rita Wilson	Food Room Assistant
Haraline Kawulusan	Indonesian Assistant
Primary School Teachers	
Lucy Hinson	BA(Psych), PostGradDip(Psych), GradDipE (Prim)
Ellen Wilson	
Guinnevere Bell	BA(VisArts), CertIVAppLang(INDO), GradDipEd(Prim)
Laura Cosnett	BEd(Hons)(Prim), PostGradDip(SLD), MA
Russell Cowap	GradDipEd(Prim), BSc(SpSc)
Kate Gair	BA(Hons) QTS(PrimEd)
Janice Golding	BA(Hons), GradDipEd(Sec), NDip(Gr.Dsgn), CertIVTAE
Bev Goosen	HDipEd
Jaime Harrison	BEd (Prim)
Melanie Hay	GradDipEd(Prim)
Rebecca Hocking	BSc (EC, Prim, Spanish) (Hons)
Scott Horrigan	BEd(Prim)
Katrina Jordan	B(Teach)(Prim), BSSc(Psych), PostGradCert(EC)
Ashley Lazarus	BEE, Post Grade(SN)
Melissa Lawton	BEd(Prim)

Maria Loewdin	BMus, GradDipEd(Sec)
Catherine Mawby	BA, GradDip(InformServ), GradDipEd(Prim), GradCert(LD)
Elizabeth Mellor	BEd(Prim)
Atish Patel	LL.B, GradDip(Hist), GradCertEd
Nicola Paton	Bed(Hons)(Prim)
Christine Payne	GradDipEd(Prim), MA
Michelle Pestel	BA(Psyc), GradDipEd(Prim)
Nathaniel Pestell	BEd(Prim)
Joseph Pini	B(PhysHEd), GradDipEd(Prim)
Cayla Pini	BA(Hons)
Bev Richards	RN, TAsstCert, BEd(Prim)
Amanda Robinson	Bed, M(LD)
Matthew Senior	BSc(Hons), PostGradCertEd(PE)
Karlie Smith	BA(Ed)
Suzanne Smith	BEd(Prim)
Kathryn Sutherland	BEd(Prim), PostGrad(G&T)
Suzanne Todd	BA(Ed)
Lucinda Williams	BA(Ed)

Primary Education Assistants	
Kim Andrew	TACert
Olivia Barnes	TACert
Mandy Bronnum-Lee	CertIIEdSpt
David Brown	CertIIEdSpt
Jacqueline Brown	CertIIITA
Cheryl Crisp	CertIIITA
Sarah Fitzgerald	CertIVT&A
Annemarie Gifford	TACert
Tracey Harold	CertIVEdSpt
Mandy Harris	TACert
Robyn Hindley	TACert
Sarah Llewellyn	CertIIIEdSpt
Michelle Martin	CertIVEdSpt
Sri Murni	CertIIITA
Cathy Pogson	LIISptTL
Sharni Raymond	CertIIIEdSpt
Nicola Rogers	CertIIIEdSpt
Cindi Starceвич	TACert
Michelle Toms	CertIIIEdSpt
Patricia Whitehead	CertIIIEdSpt



Administrative Staff	
Suzanne Anderson	Finance Officer
Bronwyn Booth	Library Officer/Receptionist
Stephanie Clark	Uniform Shop Assistant
Leanne Connolly	Library Officer
Ji Deeg	Auditorium Technical Assistant
Janet Milne	Data Officer
Andrew Frankish	ASC Manager BA(Hon), MusTech, GradDipQTS
Claire Long	Primary School Receptionist BA(Hons), PGCE, GradDip
Janette Gratton-Wilson	Main Administration Receptionist
Pauline Hughes	Middle School Receptionist
Michelle Hughes	Finance Officer
Belinda Lockyer	P & F Secretary BA(Hons), PGCE, GradDip
Gwen McLeod	Library Officer TADip
Tracy Neilson	Senior School Receptionist
Karen Russell	Marketing and Communications Officer BComm
Stephanie Puttick	Marketing and Communications Officer BBus
Sara Smith	Uniform Shop Assistant
Zoe Wallace	Finance Officer
Susan Webb	Enrolments Officer
Wendy Westen	First Aid Officer
Cindi Starcevich	First Aid Officer
Café Staff	
Sheena Richardson	Café Manager
Reno Dann	
Kirsty Davis	
Jessica Graham	
Lorna Russell	
Natasha Skinner	

Janine Smith	
Hazel Wade	

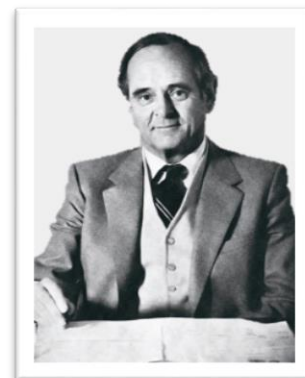
Grounds, Maintenance and Cleaning Staff	
Mark Nolan	Maintenance Manager
Dean Henley	
Geoff Hill	
Gary Hinton	
Michael Hogan	
Mark Nolan	
Dean Henley	
Geoff Hill	

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SCHOOL PATRON

Mr Peter Morton Moyes (9 July 1917 - 27 July 2007) was the fourth of six children born to John and Helen Moyes. He was educated at St Peter's College in South Australia and The Armidale School in New South Wales. In 1939, he graduated with an Arts Degree from Sydney University.



His teaching appointments included:

- Canberra Grammar School (Assistant Master)
- King's School, Bruton, UK
- Winchester College, UK (Latin and History Teacher)
- Geelong Grammar School (Senior History Master)
- Christ Church Grammar School (Head Master from 1951 to 1981)

During the Second World War, Mr Moyes served with the Australian Army in Syria and Egypt and in New Guinea on the Kokoda Track. He attained the rank of Captain.

Mr Moyes served the wider educational community through Chairmanship of the Headmasters' Conference in 1973- 75 and was three times President of the Association of Independent Schools of WA.

In 1982, after retiring from Christ Church Grammar School, Mr Moyes joined the Catholic Education Commission to develop programmes for handicapped and disadvantaged youth, a position he held in a part-time capacity until 1985. It was also at this time that Mr Moyes began to devote himself to the establishment of the Anglican Schools' Commission. He was the Foundation Chairman in 1985 and his vision of co-educational, low-fee Anglican schools came to fruition in 1986 with the establishment of St Mark's Anglican Community School.

In his time as Chairman, from 1985 until 1993, the Commission successfully established five low-fee Anglican schools. In 1999, Peter Moyes Anglican Community School in Mindarie, a northern beachside suburb of Perth, was named in his honour, becoming the sixth school established by the Anglican Schools Commission. Mr Moyes took an active interest in the development of the school until his death, regularly meeting over afternoon tea with Mr Allan Shaw, the School's Foundation Principal.

In recognition of his service to the community, Mr Moyes was made an Officer of the Order of the British Empire (OBE) in 1982, a Member of the Order of Australia (AM) in 1995 and Western Australian Citizen of the Year for the Professions in 1991. His professional awards include a Fellowship of the Australian College of Education (FACE) in 1969 and Life Membership of the Anglican Schools Commission in 1994.

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