

School Performance INFORMATION 2024



PETER MOYES
ANGLICAN COMMUNITY SCHOOL

PART OF **AngliSchools**

I Belong - Everyone Matters - Together We Achieve



Overview of 2024

It is an honour and privilege to provide an introduction for the School Performance Report of Peter Moyes Anglican Community School (PMACS). 2024 was a year of extraordinary achievements - a testament to the resilience, dedication, and spirit of our remarkable students and staff.

Over the past 24 years, our school has grown from a single building with 256 students and 26 staff, evolving to a school of almost 1500 students with first class facilities and an excellent reputation. While the past 24 years has seen significant change and development, we have remained steadfast in our mission: to nurture each student's potential, to foster a love of learning, and instil values that will guide students in their lives beyond the walls of our school.

As we reflect on the 2024 school year, it is clear to me that the pursuit of excellence has been at the heart of everything we have achieved as a school community. It is a theme that resonates deeply with the mission and values of Peter Moyes Anglican Community School. Excellence is not a single, fleeting moment, but a continuous journey, a journey that each member of our community has walked together with determination, courage, and a shared sense of purpose.

For some, excellence might be measured in academic success or athletic triumphs; for others, it may be found in personal growth, in overcoming obstacles, or in acts of kindness and service. At Peter Moyes, we recognise that excellence comes in many forms, and it is the collective efforts of our students, staff, and families that shape the culture of excellence of which we are so proud.

A key focus for our school in 2024 was the development of a new Master Plan. This comprehensive blueprint will guide the development of our facilities over the coming years, ensuring that we continue to meet the needs of our students and staff while maintaining our commitment to innovation and excellence. Our new Master Plan will include state-of-the-art learning spaces, enhanced recreational areas, and sustainable infrastructure, all designed to enrich the educational experience for our students. We are on track to publish our new plan by the middle of 2025.

In tandem with a new Master Plan, we have also begun the development of the School's next Strategic Plan, which will define our strategic direction for the next five years. Importantly, we are committed to community involvement, and we look forward to engaging with parents, students, staff, and other stakeholders as we chart the course for our School's future.

Academically, our students at PMACS have continued to demonstrate their passion for learning and commitment to excellence. Whether in the classroom, on the sports field, or in artistic endeavours, the achievements of our students have been nothing short of inspiring. Their thirst for knowledge, coupled with the guidance of our exceptional educators, has propelled them to new heights.

Our co-curricular activities have flourished, showcasing the diverse talents that make PMACS a vibrant and dynamic community. From drama productions to science fairs, from sporting success to musical performances, our students have excelled in every field, proving that a well-rounded education is the key to success.

As we head towards 2025, there is so much to be excited about. Our 25th year will be one of celebration, with a range of activities planned for staff, students and parents alike. We will celebrate in style, while keeping an eye to the future and ensuring that we maintain the high standards set in our first quarter century.

The following pages provide a snapshot of what we do at Peter Moyes Anglican Community School. However, I encourage you to explore the website (petermoyes.wa.edu.au), visit our socials (**Facebook & Instagram**) or book a tour (enrol.pmacs.wa.edu.au) to fully explore all that we have to offer.

Benjamin Lomas
PRINCIPAL



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About The School

Peter Moyes Anglican Community School is a vibrant, co-educational day school offering up to 15 years of uninterrupted learning on one campus. Whole school planning provides the advantage of a seamless education from Pre-Kindergarten to Year 12 level where students are supported and encouraged by a strong pastoral care system. Academic achievement is valued and promoted within the School while student progress is carefully monitored as they are encouraged to achieve personal excellence.

The School opened in February 2000 with a population of 246 students from Kindergarten to Year 8. It is situated on a magnificent, elevated, 12.5 hectare site in Mindarie, a northern coastal suburb of Perth, Western Australia. Panoramic views of the Indian Ocean and the local neighbourhood attract appreciative comments from visitors to the campus.

Peter Moyes Anglican Community School offers a quality, holistic education presenting opportunities across a wide range of student interests and abilities. The School does not specialise in any one aspect of the curriculum but aims to provide high quality programmes and resources across all subjects. Teaching and mentoring is provided by highly professional staff in an environment where Christian values are in evidence and guide our practice.



Disclaimer: The information contained in the School Performance 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 report to refer to the Schools Prospectus and other information available on our website to further appreciate the ethos and offerings of the School.



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SCHOOL PERFORMANCE INFORMATION 2024

Summary of Year 12 Results



Year 12 Class of 2024

The final WACE results of the graduating class of 2024 have been analysed by the Dean of Teaching and Learning. The cohort of ATAR students produced pleasing results, including seven students with an ATAR of 95 or more. We saw seven students recognised with a Certificate of Distinction and 14 with a Certificate of Merit.

ATAR OVERVIEW

Of the 110 students in the cohort, 39 (35.45%) students were studying at least four courses that led to an Australian Tertiary Admissions Rank (ATAR). Very pleasingly 25 students gained an ATAR ranking of 80 or more with seven students gaining an ATAR of 95 or above. Regarding the students on an ATAR pathway, the following collective results were achieved

- 18% gained an ATAR of 95 or higher
- 33% gained an ATAR of 90 or higher
- 64% gained an ATAR of 80 or higher

The School's Median ATAR of 84.8, comfortably above the State Median ATAR of 83, also is the highest Median ATAR on record for Peter Moyes Anglican Community School.

There were four students in total who did not achieve their Literacy and Numeracy requirements for WACE. Two students had supported OLNA intervention, however, both did not meet the requirements in the Numeracy component. Two students were part of our Learning Diversity group. This outcome was expected and communicated throughout their schooling.

Going forward, the School is putting in processes to ensure early intervention occurs with support in functional Literacy and Numeracy skills. Programmes have been adapted for 2025, with a co-curricular support programme also being considered.



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THE “95 CLUB”

Each year, the School recognises those students who have achieved an ATAR of 95 or higher.
Jack Slade received the highest ATAR score with 98.75.

The following students, in alphabetical order, will now be honoured on the
“95 Club Honour Board” in the School:



Teagan Edwards



Dion Gilling



Isabell Joseph



Hayley Mann



Yeldho Shibu



Jack Slade



Elidna Treherri



95 Club 2024



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SCHOOL PERFORMANCE INFORMATION 2024

Certificate of Merit

A certificate of Merit is presented to a student who in their last three years of secondary schooling achieved at least 150 points based on their school grades. Congratulations to the following students who were recognised by School Curriculum Standards Authority (SCSA).



Stephanie Allia



Tatum Ayers



Anke Basson



Mitchell Bennet



Makayla Botha



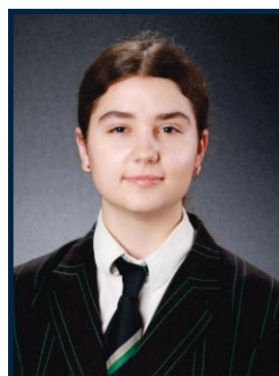
Kate Brown



Ariana Childs



Dion Gilling



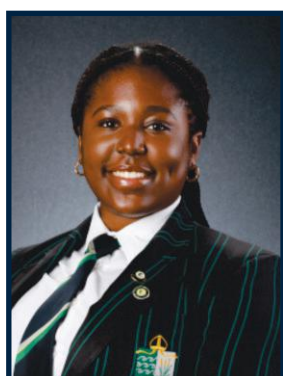
Angelina Howard



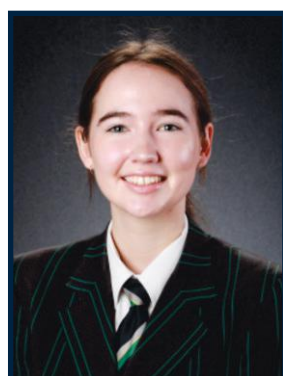
Isabell Joseph



Hayley Mann



Asante Murisongo



Chloe Pogson



Tommy Yang



2024



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Certificate of Distinction

A certificate of Distinction is presented to a student who in their last three years of secondary schooling achieved at least 190 points based on their school grades. Congratulations to the following students who were recognised by School Curriculum Standards Authority (SCSA).



Teagan Edwards



Madison Ettrick



Piper Kennedy



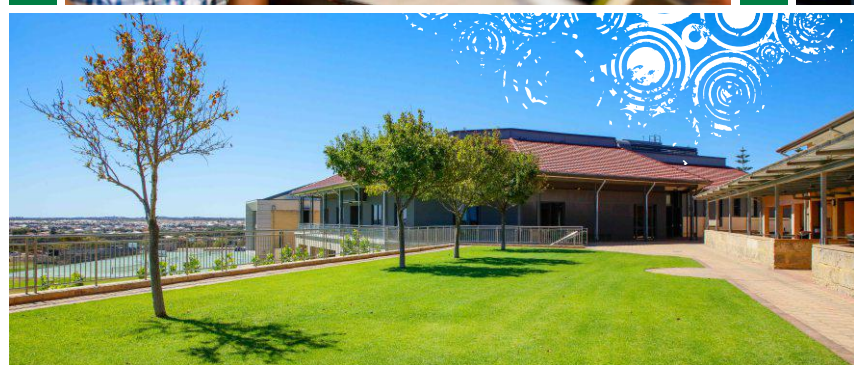
Yeldho Shibu



Jack Slade



Eliana Trenerry



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SCHOOL PERFORMANCE INFORMATION 2024

WACE Pathways

The trend of reduced numbers of students taking an ATAR pathway continues across Western Australia, with this being mirrored at Peter Moyes Anglican Community School. Continued focus has been placed on our subject selection process and ensuring that students are best counselled on the correct pathway to suit their needs. Given that 35% of the 2024 cohort had chosen an ATAR pathway, associated with our highest Median ATAR, it is reasonable to conclude that success is being achieved in the area of pathway selection.

Enrolments in our ECU Endorsed UniPrep programme continue to grow, leading to the introduction of an additional UniPrep class in 2025 to accommodate the increasing student interest.

After Year 12, 52 students have enrolled in a tertiary institution to begin their studies in 2025. This includes students who followed a General Pathway and were offered their first or second university preference. Additionally, seven students have enrolled at TAFE or started an apprenticeship. We saw 21 students enter the workforce, while 15 students have chosen to take a 'gap year'.

Vocational Education Training (VET)

The School saw an array of enrolment into Vocational Education Training (VET) certificates for the cohort of 2024 from Years 10 to 12. Enrolment into our embedded courses at Year 12 continues to be strong. The offerings of students in the area of Sport, Business, Music and Creative Industries saw 26 (23.8%) of students in the cohort enrolled. In 2024, 39 students (35.7%) of this group studied a Certificate II, six students (5.5%) studied a Certificate III, four students (3.6%) in this group studied a Certificate IV, and one student completed a Diploma in Sport. Outside of the School curriculum offerings, 17 different certificates were taken by our students; the majority were Certificate II. The types of Certificates vary with student interest; however, we still see a strong attraction of students taking the four Certificate II courses embedded in the Schools timetable.

Four students in the 2024 cohort completed Workplace Learning to compliment their suite of courses.

VET Certificate Courses

Certificate II

Workplace Skills
Creative Industries
Music
Sport & Recreation
Sport Coaching
Building & Construction
Construction Pathways
Sampling & Measurement
Applied Fashion Design & Technology
Cookery
Computer Assembly & Repair

Certificate III

Allied Health Assistance
Make-up
Tourism

Certificate IV

Prep for Health & Nursing Studies
Business School Based Support

Diploma

Diploma of Sport



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ATAR Comparisons

This lack of transparency with statewide comparisons between sectors has continued for the 2024 cohort with TISC not providing schools with access to a Median ATAR. Imputed rankings have been published by the West Australia Newspaper. However, AngliSchools share its sector results, shown below.

Peter Moyes Anglican Community School is ranked 3rd from the 11 AngliSchools schools in WA and notably recording its highest median ATAR in the School's history.

The School continues to focus on ensuring that students are on the correct pathway to achieve their goals, including non-ATAR pathways that can still provide direct entry to tertiary institutions.

AngliSchools				
	Number of eligible Year 12 Students	Number of students with an ATAR	Percentage of students with an ATAR	Median ATAR
John Septimus Roe ACS	142	41	28.9	85.8
St Mark's ACS	158	81	51.3%	85.1
Peter Moyes Anglican Community School	117	39	33.3	84.8
John Wollaston ACS	56	22	39.3	84.68
Georgiana Molloy AS	77	44	57.1	78
Frederick Irwin AS	127	76	59.8	77.13
Esperance ACS	18	5	27.8	73.5
St George's AGS	74	34	45.9 %	73.5
Swan Valley ACS	94	44	46.8	71.6
St James' AS	55	18	32.7	69.38
Peter Carnley ACS	64	25	39.1	67.65



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The School was proud of the recognition for two Courses awarded as a “Course Leader”. Health Studies and Human Biology were both recognised as a course with at least 10 students in the group and achieving in the top 15% of all students in the state for that course.

Many of our courses in 2024 had fewer than 15 students in them, with some of the ATAR courses combined with either a Year 11 cohort taking the same course content or combined with a General course in Year 12. These decisions have been made to ensure that the School meets its fiscal obligations and ensures that the course is offered, even though it adds to the complications in teaching and learning for these combined classes.

The courses above the State mean include:

COURSES ABOVE THE STATE MEAN

Chemistry	Health Studies	Human Biology
Indonesian - Second Language	Literature	Mathematics Methods
Physics		

COURSES JUST BELOW THE STATE MEAN

Food Science & Technology	Mathematics Applications	Physical Education Studies
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Summary of Other Results

SCHOOL PERFORMANCE INFORMATION 2024

OLNA Testing

The Online Literacy and Numeracy Assessment (OLNA) is designed to enable Western Australian students to demonstrate the minimum standards of literacy and numeracy. One of the requirements of the Western Australian Certificate of Education (WACE) is for students to achieve a pass in all three Numeracy, Reading and Writing tests.

In line with the four NAPLAN categories, Year 10 students are required to participate in OLNA based on their various placement within the proficiency levels of Developing and Strong. Students who pre-qualify for OLNA are those whose proficiency place them in the level of Exceeding, whilst all students in the level of Needs Additional Support are required to sit OLNA.

Students have six opportunities to pass OLNA during two rounds each year when in Year 10, Year 11 and Year 12.

To support students in achieving their OLNA, the School provides specific, targeted and nuanced support both in class and as a co-curricular activity. Specifically, in-class support was provided to those students who due to their geographic distance from home were unable to attend after school sessions of literacy and numeracy support.

In addition to weekly co-curricular support, students access an online software package as directed by their teachers. It provides students who are yet to pass one or more of the tests with OLNA-style practise questions during the year with teacher support. In addition, PMACS provides multiple OLNA practice sessions that focus on small group support.

Tables 1 and 2 below indicate that most students were successful in achieving OLNA. Table 3 indicates how many students have yet to pass a category.

2024 Round 1 OLNA Results

During Semester 2 in 2023, and following the release of NAPLAN results, 37 students from the 2023 Year 9 Cohort prequalified for OLNA, meaning that they were not required to sit any of the three OLNA tests. Also, at that time 50 students prequalified for one or two of the tests, requiring them to sit the remaining components of OLNA in Year 10 in 2024.

The percentage of Year 11 and Year 12 students who were not required to sit their OLNA was over 90% in each of the three domains.

Table 1 – The number of students needing to complete an OLNA assessment.

YEAR	NUMERACY	READING	WRITING
10	57	44	49
11	7	4	8
12	7	3	1
Total	71	51	58



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Summary of Other Results

SCHOOL PERFORMANCE INFORMATION 2024

By the end of Round 1 in Year 10, the percentage of students who passed all categories ranged from 70% in Numeracy to 82% in Writing and 84%. The number of Year 11 students who passed OLNA in its entirety was in Numeracy 96%, Reading 98% and 96% in Writing. Pleasingly, the number of Year 12 students who passed their OLNA in its entirety was in Numeracy 96%, Reading 97% and 99% in Writing.

2024 Round 2 OLNA Results

Table 2

YEAR	NUMERACY	READING	WRITING
10	32	14	16
11	3	0	0
12	4	3	1
Total	39	17	17

Overall, results in Table 2 show a successful rate of students passing their OLNA, in particular in Reading and Writing. The Round 2 Year 11 results show Numeracy as the crucial component to pass for a small group of students in 2025.

In Year 12 the results for Round 2 are listed above. Whilst support has been extensive for the students in their critical final year, there were four students who were ultimately unsuccessful in passing OLNA. The majority of these students had extensive learning diversity needs which had ongoing support from Year 7.

Two of the four students had passed two components, and one student had passed one component. The School had been transparent in the likelihood that these students would be unsuccessful in passing all components of OLNA, and thereby not achieve their WACE.

2025 OLNA Category

At the conclusion of the second round of OLNA in Term 4, 2024, the table below summarises the number of students who are required to sit the tests in 2025 according to the category.

Table 3

YEAR	Students who must pass one category	Students who must pass two categories	Students who must pass three categories
10	25	38	34
11	7	4	2
12	3	0	0
Total	35	42	36

The support provided by teachers, and the endeavours of students has produced pleasing results for students in Year 10 and Year 11, as shown in Table 3. By the end of 2024, in Year 10 the percentage of students who passed all categories ranged from 81% in Numeracy, 89% in Reading and 89% in Writing.



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SCHOOL PERFORMANCE INFORMATION 2024



NAPLAN is a national literacy and numeracy assessment undertaken by students in Years 3, 5, 7 and 9. It is the only national assessment that all Australian children undertake. Literacy and numeracy skills are the critical foundation for all learning and for the ability to participate effectively in society. NAPLAN questions assess content linked to the Australian Curriculum in English and Mathematics. The information in this report is provided by <https://valueate.ais.wa.edu.au>. It has been collated by Dean of Teaching and Learning for the Primary School and in the Secondary School, along with key Heads of Departments in the Primary and Secondary Schools. Please see the table below for more information.

Proficiency Level Explanation and Percentages

Exceeding	The student's result exceeds expectations at the time of testing.	Approximately 15% of the cohort
Strong	The student's result meets challenging but reasonable expectations at the time of testing.	Approximately 55% of the cohort
Developing	The student's result indicates that they are working towards expectations at the time of testing.	Approximately 20% of the cohort
Needs additional support	The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.	Approximately 10% of the cohort

NAPLAN Key Findings 2024

- Writing is the strongest category for students at PMACS across Years 3-9.
- The category of Spelling and Grammar and Punctuation continues to be a focus area that will attract intervention in the early years to close the gaps.
- Although our School averages are above the National Average and State Averages in 2024, this is different when comparing to AngliSchools and similar Schools. We should continue to set our goals against AngliSchools and similar Schools.
- Cohort growths have shown positive trajectory in Reading, Writing and Numeracy.

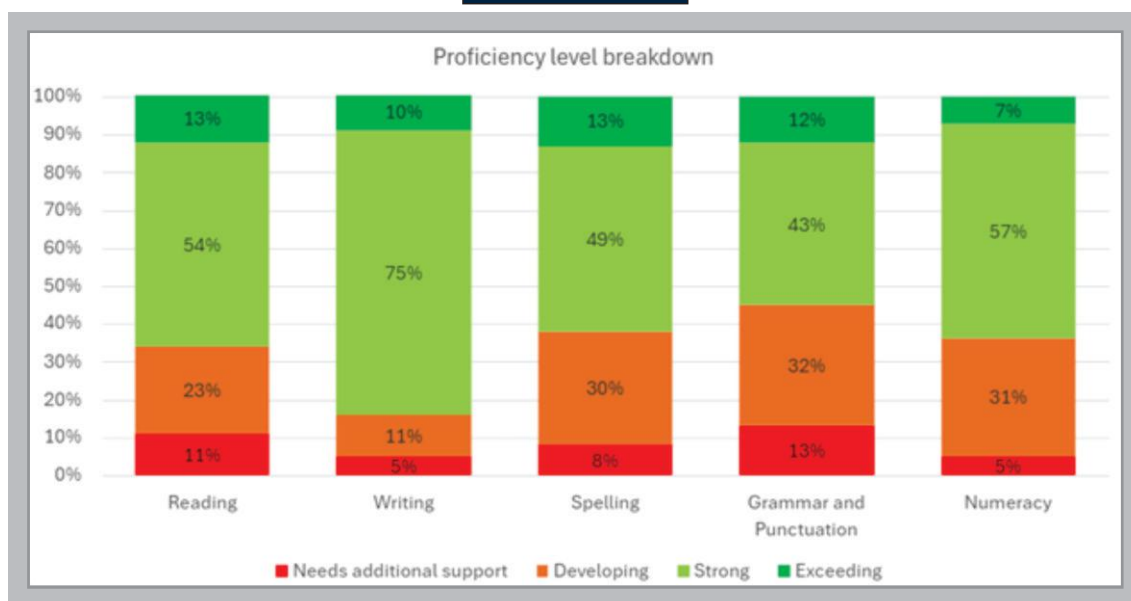


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PMACS Average scores comparison to State and National

Overall results from each year group are outlined below and compared with the WA State and Australian-wide results.

Year 3



YEAR GROUP	PMACS Mean	National Mean	WA State Mean	ASC Mean
Reading	399	404	394	406
Writing	426	416	411	408
Spelling	407	401	398	382
Grammar and Punctuation	416	409	402	391
Numeracy	404	404	400	401

Writing shows the strongest overall performance, with 75% of students at the "Strong" level. Spelling and Grammar and Punctuation have the highest proportion of students in the "Developing" category. Numeracy has the lowest percentage of students exceeding expectations at 7% but still maintains a strong performance with 57% in the "Strong" category. Reading has the highest proportion of students needing additional support (11%) compared to other areas. This data suggests writing is an area of strength; while reading and grammar may require additional support for some students. Grammar and Punctuation is a key area of concern, as more than half of the students are not meeting the standard level. This will be a focus area for 2025.

2024

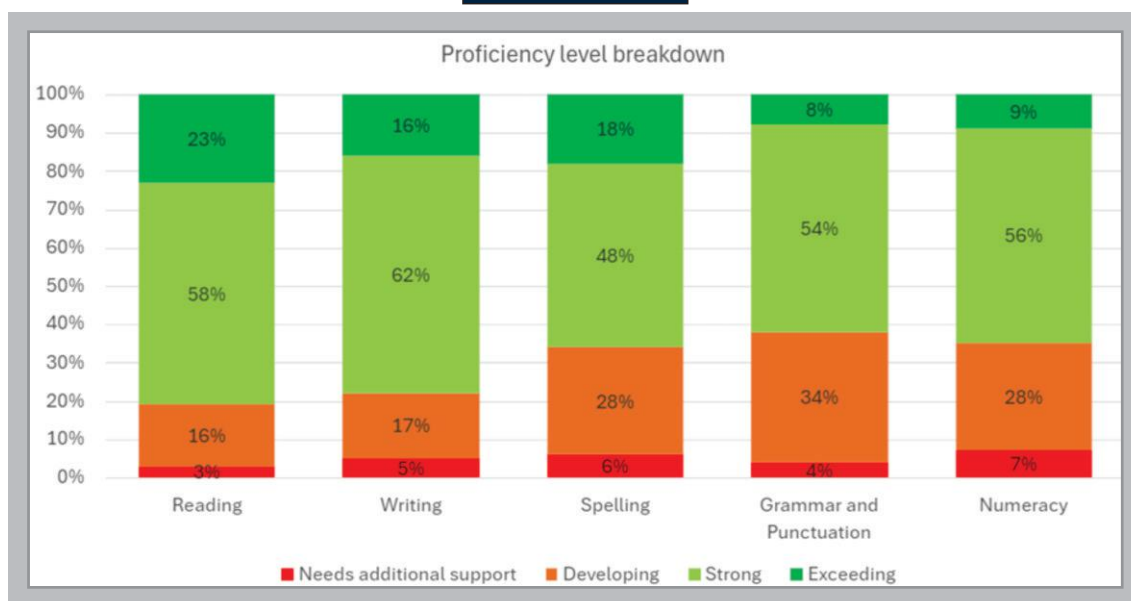


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PMACS Average scores comparison to State and National

Overall results from each year group are outlined below and compared with the WA State and Australian-wide results.

Year 5



YEAR GROUP	PMACS Mean	National Mean	WA State Mean	ASC Mean
Reading	501	492	486	500
Writing	499	485	480	494
Spelling	485	490	487	491
Grammar and Punctuation	493	498	495	504
Numeracy	479	489	486	496

Reading and Writing show solid proficiency, with the majority of students performing at a strong or exceeding level. Reading has particularly high levels of students exceeding expectations (23%). Spelling has a relatively higher percentage of students developing (28%) compared to the other areas. Grammar and Punctuation has the second-highest proportion of students developing (34%), but only 4% need additional support. Numeracy shows a relatively balanced distribution, but 28% of students are still developing, and only 9% are exceeding expectations. Overall, the results indicate strengths in Reading and Writing; while Spelling and Grammar may need more focussed development, especially in raising students from the developing level. Numeracy also shows a need for attention to further improve outcomes. The areas of Grammar, Punctuation, and Numeracy show only a small proportion of students performing at the exceeding level. This is a concern, and further focus will be required to increase the number of students achieving this level while continuing to develop their skills.

2024

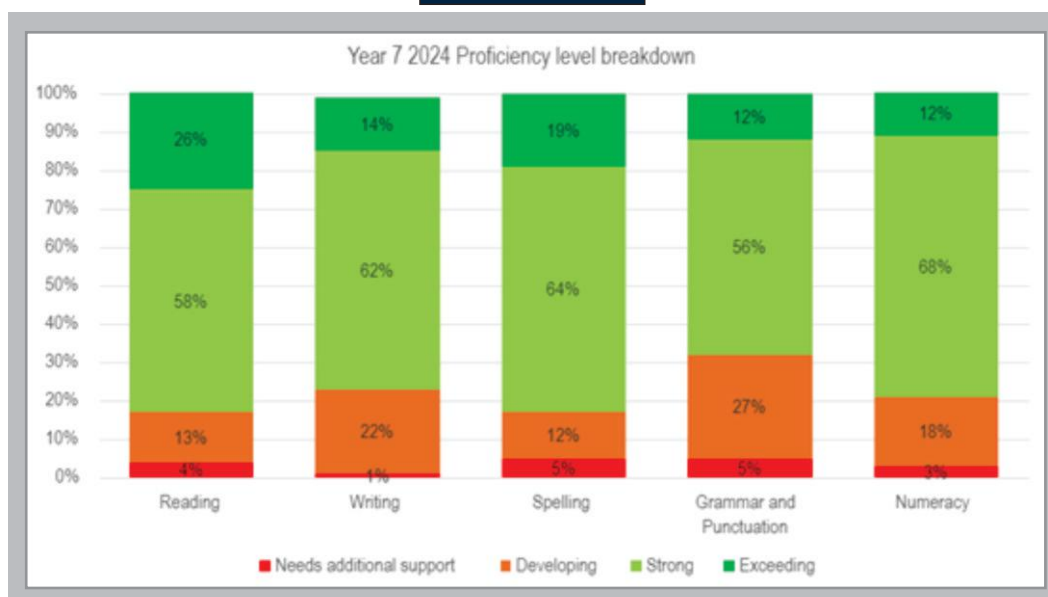


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PMACS Average scores comparison to State and National

Overall results from each year group are outlined below and compared with the WA State and Australian-wide results.

Year 7



YEAR GROUP	PMACS Mean	National Mean	WA State Mean	ASC Mean
Reading	560	535	535	549
Writing	556	540	540	539
Spelling	545	540	544	547
Grammar and Punctuation	543	537	537	546
Numeracy	553	540	541	560

Strength Areas:

- Reading (84% combined exceeding and strong) and Spelling (83% combined exceeding and strong) both show high levels of proficiency among students, indicating strong literacy foundations.
- Numeracy leads in the strong category (68%), suggesting that students are performing particularly well in mathematical skills compared to their language skills.

Developing and Support Needs:

- Writing has the highest proportion of students in the developing category (22%), indicating a key area for potential intervention. In contrast, Grammar and Punctuation has the highest developing percentage (27%), suggesting that the specifics of Grammar and Punctuation could be challenging for many students.
- The low percentages needing additional support in Writing (1%) and Numeracy (3%) are encouraging, yet the numbers indicate that focused efforts are necessary to bring developing to proficient levels.

Overall, the Year 7 proficiency results highlight strong foundations in Reading, Spelling, and Numeracy while indicating that Writing and Grammar need more attention. By utilising targeted interventions and promoting an integrated approach to literacy, educators can enhance student outcomes across all areas.

Grammar and Punctuation continue to hold the largest cohort of students that are within the still developing range. Although this has decreased from Year 5 results, there is still a need to 'close this gap'.

2024

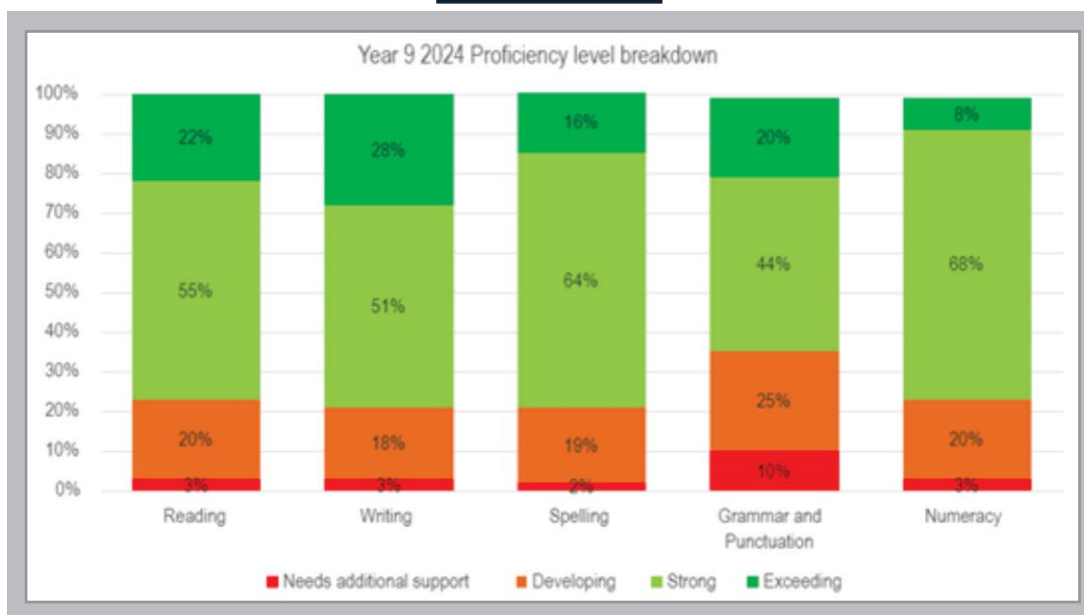


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PMACS Average scores comparison to State and National

Overall results from each year group are outlined below and compared with the WA State and Australian-wide results.

Year 9



YEAR GROUP	PMACS Mean	National Mean	WA State Mean	ASC Mean
Reading	591	565	581	605
Writing	599	574	586	612
Spelling	573	567	573	572
Grammar and Punctuation	577	555	568	589
Numeracy	587	565	581	609

Strengths in Proficiency:

- Numeracy shows the highest percentage of students in the strong category (68%), indicating that mathematical skills are generally more developed among the Year 9 cohort compared to literacy.
- Writing stands out with the highest exceeding percentage (28%), suggesting that students perform particularly well in this area.

Developing and Support Needs:

- Grammar and Punctuation has the highest percentage of students developing (25%) and needing additional support (10%). This indicates that students may struggle with the nuances of grammar rules and punctuation usage. This finding is a trend from Year 5 results and requires deliberate intentions with continued focus from early years through to Year 9.
- In comparison, while Reading and Writing have students in the developing category (20% and 18% respectively), the percentage needing additional support is low (3% for both), suggesting that interventions may not be as urgent in these areas.
- Spelling has a solid strong percentage (64%), but with a developing percentage of 19%, it may be beneficial to enhance spelling instruction to help those students improve.

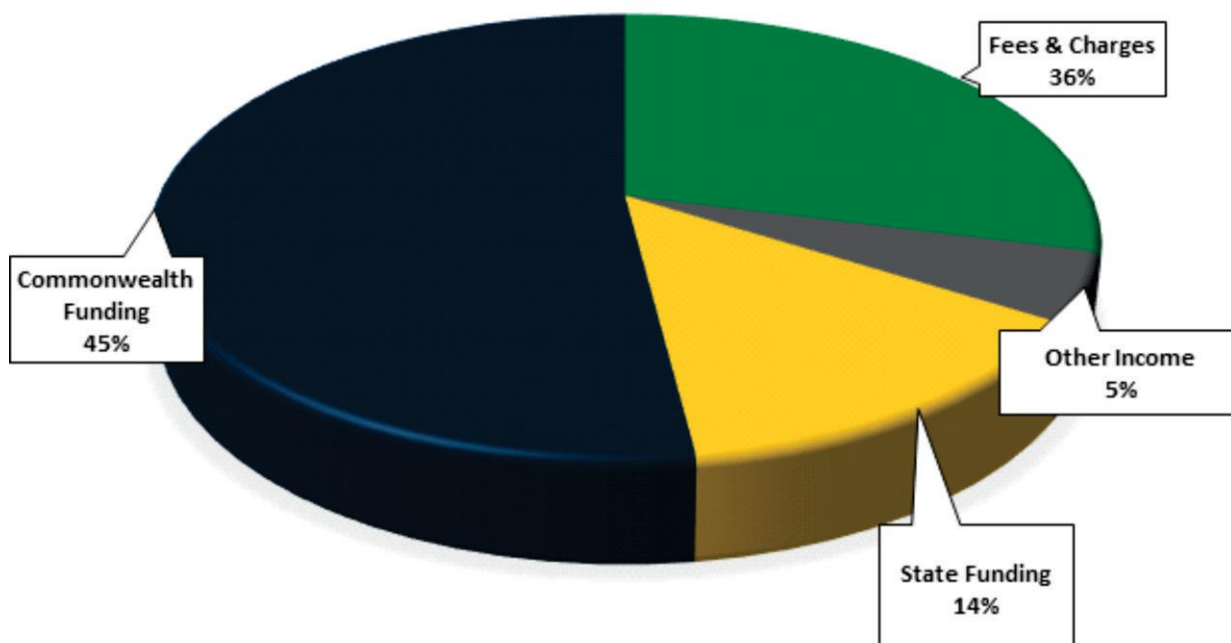
Overall, the Year 9 proficiency results reveal a solid foundation in Writing and Numeracy, with notable areas for improvement in Grammar and Punctuation. By focusing on targeted interventions and continuing to foster strengths in writing, educators can enhance students' overall literacy and numeracy profiles, ensuring that every student reaches their potential across subjects. We do see an increase by 2% of students that are falling into the Developing and Needs Additional Support in Numeracy. This has occurred from the Years 7-9.

2024



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Income for the Year



** These figures have been rounded.*



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Student Information

Student Attendance

YEAR	STUDENT NUMBERS	DAILY AVERAGE % ATTENDANCE RATE
PK	26	84.15%
KG	66	90.43%
PP	63	90.95%
1	45	90.84%
2	64	93.67%
3	90	92.05%
4	64	91.48%
5	96	93.47%
6	88	92.88%
7	190	91.45%
8	158	91.58%
9	159	91%
10	127	89.9%
11	111	90.77%
12	110	89.61%
Average		90.95%

Management of Non-Attendance

The Principal or nominee will:

- Request an explanation from the student's parent or guardian 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 with 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-attender 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 consultation with the Education Department
- revise any attendance improvement plan developed



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Staff Information

Staff Composition

STAFF COMPOSITION	MALE	FEMALE	TOTAL
Full Time Teaching Staff	33	48	81
Part Time Teaching Staff	4	18	22
Full Time Non-Teaching Staff	8	22	30
Part Time Non-Teaching Staff	1	32	33
Total	46	120	166

Note: Casual workforce not reported. Data based on Workplace Gender Equality Reporting (April 2024)



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SCHOOL PERFORMANCE INFORMATION 2024



Staff Qualifications



Executive Team

Benjamin Lomas Principal	Bach Science Environmental Management Grad Dip Education Master Educational Leadership Master Education Research	Alison Grey Dean of Students (Years 7-12)	Bach Arts (Hons) Master of Education Grad Dip Education Leadership Post Grad Cert in Education (Sec)
Roger McNamara Deputy Principal	Master Education Bach Education	Christine Hiotis Acting Dean of Students (Years 7-12)	Bach Arts Grad Dip Education
Natalie Shaw Associate Principal Teaching & Learning	Cert IV in Training & Assessing Bach Arts (Hons) Geography Grad Dip in Education Leadership Grad Dip Education	Nicole Brown Business Manager	Dean of Students (PK-6) Grad Cert Education (Literacy) Masters of Education Bach of Arts (Education) Masters of Education (Mental Health & Wellbeing)
Richard Alchin Associate Principal Operations	Grad Dip Education Master Leadership & Management in Education Bach Science (Hons)	Alan Wright Business Manager	Bach of Commerce
Roderick Wood Associate Principal Primary School	Dip Teaching Bach Arts (Education) Master Educational Leadership	Lorrelle Fortune Dean of Teaching & Learning (Years 7-12)	Bach of Applied Sciences Grad Dip of Education (Secondary)
Deborah Martin Dean of Teaching & Learning (PK-6)	Master of Education		

Secondary School - Heads of Department

Trurina Cook Science	Bach Science Bach Education	Danielle Palmer-Smith Library	Dip Teaching Grad Dip of Science Bach Education
Nicol Davies HASS	Grad Dip Education Bach Arts	Larry Parkes VET & Careers	Grad Dip of Education (Primary) Bach Business Assoc Dip of Business (Accounting) Master Education Cert IV in Training & Assessment
Robert Deurloo Technologies	Bach Education	Amanda Stewart Acting Head Library	Master of Education
Cameron Fannon Health & Physical Education	Bachelor of Health & Physical Education	Maya Swailes Indonesian	Grad Dip Education (Secondary) Bach Arts (Economics)
Peta Flanigan Dance & Drama	Cert IV Training & Assessin Bach Arts Grad Dip Education Master Education (Arts Education)	JustinTonti-Filippini Music	Cert IV Training & Assessing Bach Music Master Music Education
Lorrelle Fortune Physical Education	Bach of Applied Sciences Grad Dip of Education (Secondary)	Michelle Underwood Christianity Religion and Life	Bach Theology Bach Arts (Hon) Master Teaching (Primary)
Lee Gibson English	Master Arts	Andrea West	Bach Arts (Hons) Post Grad Cert in Education National Professional Qualifications for Headship
Jacky Harrison Visual Arts	Bach Arts (Visual Arts) Grad Dip Education		
Emma Leadon Drama	Bach Education Grad Cert of Education		
Dick Neervoort Mathematics	Bach Education (Honours)		



PETER MOYES
ANGLICAN COMMUNITY SCHOOL



Secondary School - Heads of Year

Sarah Barns
Year 7

Bach Business
Cert IV Financial Services
Grad Dip Education
(Early Childhood Studies)
Dip Finance & Mortgage Broking
Management

Johanna Swanepoel
Year 10

Bach Education
Bach Education (Hons)

Kira Lawrence
Year 11

Bach Arts (Education)
Bach Social Science
Grad Dip Education

Candida Mcknight
Year 8

Grand Dip of Education
(Secondary)
Bach of Commerce

Phillip Carr
Year 12

Post Grad Cert Ed (Sec)
Bach Science (Hons)
Bach Science (Hons)

Laura Goldstraw
Year 9

Bach Arts Honours class II Drama
Post Grad Cert in Education (Sec)

Secondary School - Counsellors

Catherine Broughton

Bach of Counselling

Angela Lamers
Registered Psychologist

Dip Religious Education
Bach Psychology
Bach Arts (Education)
Bach Education

Nicola Hastle

Bach of Science

Emily Kerins

Dip Integrative Counselling
Bach Arts (Hons) Psychology
Higher National Dip Counselling

Secondary School - Teachers

Kate Beams

Bach of Education

Michael Fogliani

Bach Arts (Education)
Bach Arts (Communication Studies)

Elizabeth Bozich

Grad Dip Education
Bach Arts

Mark Fussell

Grad Dip Education
Bach Science

Sarah Branley

Bach Health & Physical Education
Cert IV Training and Assessment

Malcolm Hansen

Grad Dip Education
Bach Science (Psychology)
Bach Science

Matthew Carstens

Dip Education

Rebecca Heyes

Master of Teaching (Primary)
Master of Strategic Communication
Bach of Arts (Hon)

Wing Chan

Bach of Education & Science

Aaron Concepcion

Master of Teaching

Marsha Dale

Dip Education
Bach of Arts (Political Science)
Bach of Law
Grand Dip in Legal Practice
Grand Dip in Divinity
Master of Ministry

Simeon Hewitson

Bach of Science

Adam Hollingsworth

Bach Arts (Education)

Olivia Hope

Master of Education
Bach Arts
Bach Education

David Davies

Bach Education

Alexandra Dodd

Bach Education (Secondary)



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ANGLICAN COMMUNITY SCHOOL

Scott Horsfield	Bach of Education	Jake Rowlands	Master of Education
Capri Jackson	Bach of Arts & Social Science	Trevor Schubert	Master Business Administration Bach Education Bach Arts (Social Sciences)
Paul Jones	Bach of Education	Jean-Pierre Schroeder	Master Theology
Irene Killow	Dip in Education (Secondary) Bach Arts	Johann Schroeder	Bach Science (Exercise & Sports Science) Grad Dip Education (Secondary)
Steph La Brooy	Bach of Education	Dominique See	Master of Education
Marie MacFarlane	Bach of Education	Thomas Snelson	Bach of Education (Currently Studying)
Pieter Maliepaard	Bach of Science	Keegan Suttie	Bach Arts Master Teaching (Secondary)
Andrew Manera	Bach of Commerce/Grad Dip in Education	Bernard Streeter	Grad Dip Education (Secondary) (Physical Education & Science) Bach Science (Hons) (Sports Science)
Peter Mazzini	Diploma of Teaching	Lisa Thomas	Bach Education (Primary) Master of Education
Cynthia Moffat	Bach Teaching Post Grad Dip Science Education	Jordan West	Bach Arts (Education) Bach Science
Kristina Oxley	Bach Social Science Bach Arts (Education)	Melinda Williamson	Master Education (Literacy Education) Grad Dip Education (Secondary) Bach Arts (Writing)
Kagumi Parasya	Bach Visual Communication (Currently Studying Master of Teaching for Primary)	Cassandra Worthington	Bach of Education
Serena Parker	Bach Arts (Visual Arts) Grad Dip Education (Secondary)	Natasha Wrathall	Bach of Teaching
Jesse Phillips	Bach Science (Horticulture) Grad Dip Education	Samuel Wybrow	Graduate Diploma of Education
Karalyn Plummer	Bach of Education	Xia YingLeong	Bach Science Grad Dip Education
Sara Priest	Bach Arts (Hons) History Post Grad Cert Education		
Jenelle Rampling	Bach of Applied Science		
Ashley Robertson	Bach of Education		

Secondary School - Support Staff

Robert Bizzell Technologies Technician	Dip Laboratory Technology	Cooper O'Brien	
Vicky Carter Science Technician	Dip Laboratory Technology	Philippa Redhead	Cert III Children Services Cert III Education Support
Leanne Connolly Library Assistant		Patricia Re Science Assistant	Grad Dip Dietetics Grad Dip Food Science and Tech Grad Dip Education (Secondary)
Pauline Deakin	Education Assistant Program	Kim Spencer	Cert IV Education Support
Irene De Bartolo	Cert IV in School Based Education	Madison Toovey	
Karen Howie	Cert III in Teaching Assistant	Lilian Venters Visual Arts Assistant	Cert III Education Support National Diploma - Architecture
Haraline Kawulusan Indonesian Education Assistant			
Natalie Mitchell	Cert III Education Support		



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Primary School - Heads of Department

Laura Cosnett
Learning Development

Bach Education (Hons) (Primary)
Post Grad Cert PD:
Learning Develop.
Master Arts (Special Education)

Katrina Jordan
Lower Primary

Bach Teaching (Primary)
Bach Social Science (Psychology)
Grand Cert of Education
(Early Childhood Studies)

Kellie Shimmings
Upper Primary

Bach Education (Primary)

Primary School - Counsellor

Lucy Hinson
Registered Psychologist

Post Grad Dip in Psychology
Grad Dip Education (Primary)
Bach Arts (Psychology)

Primary School - Teachers

Amanda Chila

Cert III Education Support
Grad Cert of Education (Early)
Bach Education (Primary)

Catherine Mawby

Grad Cert Education
Grad Dip Education (Primary)

Russell Cowap

Grad Dip Education (Primary)
Bach Science (Sports Science)

Elizabeth Mellor

Bach Education (K to Year 7)

Atish Patel

Grad Dip History
Grad Cert Education (Primary)
Bach Laws

Benjamin Duff

Grad Dip in Education (Primary)
Bach of Commerce
Master of Education

Nicola Paton

Bach Education (Hons) (Primary)

Katie Gair

Bach Arts (Hons) (Primary) (PE)
Dip Early Childhood Edu & Care
Cert III Education & Care

Michelle Pestel

Master Education (Leadership)
Grad Dip Education (Primary)
Bach Arts (Psychology)

Nicola Garside

Bach Arts
Post Grad Cert in Education

Joseph Pini

Bach Physical & Health Education
Grad Dip Education (Primary)

Janice Golding

National Dip (Graphic Design)
Grad Dip Education (Secondary)
Bach Arts (Hons)
Cert IV Training & Assessment

Philip Randall

Bach of Art

Matthew Senior

Bach Science (Hons)
Postgrad Cert Education
Physical Education

Beverly Goosen

Higher Dip in Education

Rajvi Shah

Grad Dip Education
(Early Childhood Studies)

Melanie Hay

Grad Cert Education (Early)
Grad Dip Education (Primary)

Karlle Smith

Bach Education
(Kindergarten through Primary)

Katrina Jordan

Bach Teaching (Primary)
Bach Social Science (Psychology)
Grad Cert Education (Early)

Suzanne Smith

Bach Education (Primary)

Melissa Lawton

Bach Education (Primary)

Joanna Waide

Grad Dip Education (Primary)
Bach Arts (Hons)

Tess Loewdin

Grad Dip Education (Secondary)
Bach Music



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ANGLICAN COMMUNITY SCHOOL

SCHOOL PERFORMANCE INFORMATION 2024

Primary School - Support Staff

Kim Andrew	Teacher's Asst Certificate	Bethany Menown	Cert III Disability Cert IV in Education Support
Nell Branford	Bachelor Law Bachelor Law Cert III Education Support	Christina Monger	Cert III in Teacher Assistant
David Brown	Cert III in Education Support	Karen Morrissey	Cert III Education Support
Jacqueline Brown	Cert III Teachers Assistant	Stefanie Silsby	Cert III Education Support
Michelle Gaensler	Bach Education (in progress)	Tracey Stone	Bach of Education
Jacqueline Geurts	Cert III in Children Services	Michelle Toms	Cert II in Education Support
Tracey Harold	Cert IV Education Support	Nicola Tame	Advanced Diploma in Design
Robyn Hindley	Teacher's Assistant Certificate	Patricia Whitehead	Cert III in Education Support Bach Technology (Textile & Design Technology)
Michelle Martin	Cert IV Education Support	Charlynn Wohlers	Bach of Teaching
Gwenda Mcleod	Dip Teachers Assistant		

Administration

Corrina Agostini Publications Officer	Dip in Graphic Design Higher Dip in Graphic Design & Multi-Media	Lauren Knapp Marketing Officer	Bach Arts Mass Communication
Bronwyn Booth Library Officer/Receptionist		Sarah Llewellyn School Receptionist	Cert III in Education Support
Mitchell Byrne Allan Shaw Technician		Candide Loos Enrolments	
Annemarie Creegan P & F Administration Officer	Functional Skills ICT Cert Human Resources Practice	Adam McAlpine IT Support Officer	Bach of Science (Computer Science & Data Science)
Carl Ford Allan Shaw Centre Manager	Dip Mass Communications Cert IV Training Assessment Test & Tag System	Wendy Neervoor PA to the Principal HR	Cert Teacher's Assistant
Yomare Furstenberg ICT Manager	Cert III Teachers Assistant Cert IV in IT Support	Cynthia Starceвич Clerical Assistant Medical	
Janette Gratton School Receptionist	Teacher's Asst Certificate	Maryanco Stojkoski IT Network Engineer	Bach Computer Science
Mikel Hamilton HR/Payroll officer	Bach of Business	Kiria Tarei Administrations	
Linda Henn School Receptionist	Education Assistant Program	Dylan Usher IT Network Engineer	Diploma of Information Technology
Michelle Hughes Finance Officer		Zoe Wallace Assistant Business Manager	
Cathlin Jakovcevic School Receptionist	Cert III Education Support Master Trainer Level 1 Cert IV Fitness Bach Science (Business Information Systems) Cert III in Fitness Bach Science (Cyber Security & Forensics) Grad Cert Business Administration Grad Diploma Business Administration	Sue Webb Enrolments Officer	Cert Teachers Assistant



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Angela Webber
Finance Officer

Kelly Williams
School Receptionist

Karen Windsor
PA to the Principal HR
Officer

Nicole Wright
Allan Shaw Centre Technician

Bach Communications

Café

Sheena Richardson Chef
Café Manager

Kirsty Davis
Café Assistant

Reno Dann
Café Assistant

Jessica Graham
Café Assistant

Laura Jones
Café Assistant

Carol Jones
Café Assistant

Lorna Russell
Café Assistant

Facilities

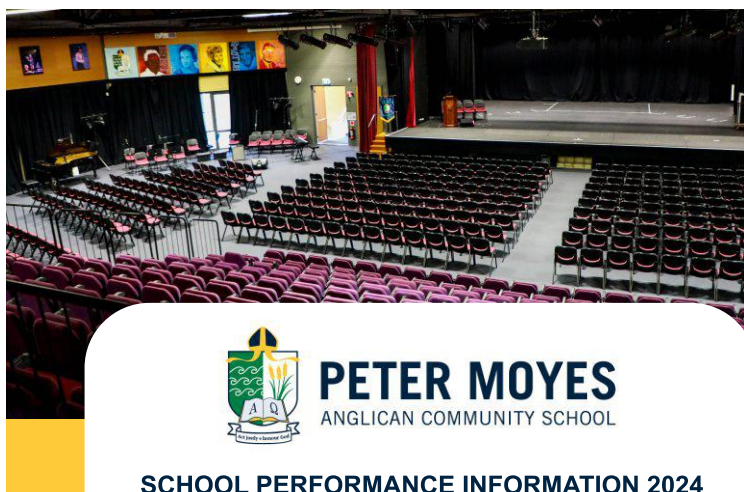
Joshua Bushney
Facilities Team Member

Dean Henley Craft Cert Carpentry & Joinery
Facilities Team Member Cert III Occupational
Health & Safety

Perry Michael
Facilities Team Member

Mark Nolan
Facilities Manager

Christopher Northey
Facilities Team Member



PETER MOYES
ANGLICAN COMMUNITY SCHOOL

SCHOOL PERFORMANCE INFORMATION 2024



PETER MOYES
 ANGLICAN COMMUNITY SCHOOL

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