



PETER CARNLEY
ANGLICAN COMMUNITY SCHOOL

School Performance Report 2017

A School of the Anglican Schools Commission (Inc.)



School Motto:

Grace and Truth

Under the Australian Government Programmes for Schools Quadrennial Administrative Guidelines, all schools are required to make a commitment to ensure that School Performance Information is made publicly available in the prescribed format, within six months of the completion of the programme year.

Our Mission

To challenge and inspire every member of our School community and to raise awareness of those who live in need beyond our gates.

Our Vision

To:

- Respect our Anglican tradition and offer an accessible, diverse and inclusive education;
- Understand that the welfare of our community is a priority that underpins all we do;
- Provide a caring and supportive environment for our students;
- Be identified by our Christian beliefs, high standards and compassion for one another;
- Encourage creative thinking and inquiring learners with a strong work ethic;
- Foster and value academic achievement;
- Present curriculum and Co-Curricular programmes that demand exploration, creativity and the development of self-confidence; and
- Be committed to individual personal bests.

Our Values

The following core values are underpinned by the teachings of the Anglican Church, give meaning and purpose to our lives and guide us as we strive to achieve our Mission:

Spirituality	Teaching and living Christian values
Excellence	Pursuing high standards in all things
Honesty	Acting with openness and integrity and being truthful and sincere
Respect	Respecting self, others and the environment
Acceptance	Being inclusive and valuing difference
Justice	Demonstrating fairness, compassion and conviction

The School

1. Contextual Information

Peter Carnley Anglican Community School (PCACS) is one of fourteen schools of The Anglican Schools Commission Incorporated. Students are able to grow educationally, socially, physically and spiritually in our Christian environment. Our students develop strong values and skills through the wide range of experiences gained from the classroom, pastoral programmes and Co Curricular. PCACS is proud of the positive partnerships that have been built between parents, students and the wider community.

PCACS is a coeducational K-12 school with a total student population of over 1000 students. The School operates as two sub-schools, a Junior School (K - Year 6) comprising of two campuses: Wellard and Calista; and a Senior School (Years 7-12) Wellard Campus. PCACS students are drawn from the local area and the school has a mixed demographic composition.

The data provided in this report is intended to provide information about Peter Carnley Anglican Community School in terms of student and staff attendance, staff retention and students' performance in benchmark tests. This report should be read in conjunction with the School website, SEQTA, newsletters and the yearbook, The Crosier.

2. Teacher Standards and Qualifications

Number of Staff	Trained Teachers	Administration	FTE
111	68	43	100.7

- Average staff attendance for **2017 = 97.70%**
- Percentage of staff retained for **2017 = 89.20%**
- Teaching staff increased from 60.30 in 2016 to **63.75 2017**

3. Professional Development

All academic staff participated in Professional Learning in 2017. Average expenditure per staff member was \$585.00 with a further \$2128.00 spent on teacher relief to facilitate Professional Learning.



4. Student Attendance at School

Average Whole School Attendance = 93.45%

SCHOOL YEAR	PERCENT PRESENT
KG	92.05
PP	92.68
Y01	96.19
Y02	92.34
Y03	94.24
Y04	95.40
Y05	94.05
Y06	93.62
Y07	92.85
Y08	94.87
Y09	93.14
Y10	91.87
Y11	92.52
Y12	92.57



Tutor or Class Teacher follows up attendance.

Parents receive an SMS generated by the School on the morning of the student's absence. An explanation is required for all absences. A follow up letter is sent to parents for an unexplained absence. For a prolonged unexplained absence, a staff member telephones parents. If non-attendance increases for an individual student for no apparent reason, a parent interview is arranged. Student attendance records are presented on all School reports.

5. 2017 NAPLAN Results Years 3, 5, 7, and 9

The 2017 NAPLAN results continue to show strong and sustained performances. PCACS students have consistently achieved above both the National and State Mean in some year groups or with similar performances to state and national results. This historical data indicates that teaching and learning strategies together with reflective and measured dialogue with teachers, parents and students implemented in both Junior School and Senior School is effective and proving to offer all students opportunities to progress. Focussing on literacy and numeracy skills, knowledge and understanding is at the core of our School pedagogy.



The National testing is only one of the many assessments collected by teachers to make valid final assessments. Our School continues to offer a range of assessment types to give all students a range of learning opportunities to demonstrate their skills, knowledge and understanding. Teachers will develop programmes that will challenge students and when necessary, cater for individual students who require adjustments to their curriculum learning programme as well as develop differentiated teaching and learning approaches. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. It is important to remember that NAPLAN tests are not pass/fail tests.

Outlined below are the 2017 NAPLAN results. In addition, Student Progress tables will show the 'Band' ranges with an explanation.

*Above both the State and National Mean

2017 NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN)					
YEAR 3	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	416	437	439	436	454
National Mean	409	431	414	416	439
State Mean	402	420	410	409	429
Number of Students in %					
20%	19%	19%	29%	27%	33%
60%	68%	66%	62%	60%	52%
20%	13%	15%	9%	13%	15%

Year 3 students' performance in all NAPLAN assessments was very strong having achieved a School Mean above the State and National means in all five assessments types. The Numeracy, Reading and Writing results are very impressive and it should be noted that the technical aspects both written and oral communication, Spelling and Grammar and Punctuation are very strong. Year 3 students are to be congratulated for their outstanding results.

YEAR 5	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	490	501	466	505	509
National Mean	494	506	473	501	499
State Mean	489	499	469	498	492
Number of Students in %					
20%	15%	18%	19%	23%	22%
60%	68%	61%	61%	59%	58%
20%	17%	21%	20%	18%	20%

Year 5 students' performances were comparative to both the State and National means in Numeracy, Reading and Writing but Spelling and Grammar & Punctuation were above the National and State means and worthy of noting. Numeracy, Reading and Writing were above the State mean indicating that Year 5 students were solid performers against their State peers. Creditable performance by Year 5 students.

YEAR 7	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
School Mean	560	552	532	574	555
National Mean	554	545	513	550	542
State Mean	551	539	509	547	537
Number of Students in %					
20%	15%	17%	20%	27%	26%
60%	73%	71%	70%	63%	59%
20%	12%	12%	10%	10%	15%

Year 7 students' performance in all NAPLAN assessments was very impressive having achieved a School Mean above the State and National means in all assessment types. The percentage of students above the National Minimum Standard for the remaining assessments shows strong performances in all assessment types. Notably, the School Mean compared to both State and National means is very convincing. Year 7 students are to be congratulated on this exceptional achievement.

YEAR 9	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
<i>School Mean</i>	611	608	577	577	599
<i>National Mean</i>	592	581	552	552	574
<i>State Mean</i>	595	583	556	556	572
<i>Number of Students in %</i>					
20%	15%	36%	24%	24%	19%
60%	76%	55%	72%	72%	62%
20%	9%	9%	4%	4%	12%
** Bands - Students to sit Online Literacy & Numeracy 2018					
<i>Band 10</i>	6	7	2		
<i>Band 9</i>	14	20	8		
<i>Band 8</i>	32	20	23		
<i>Band 7</i>	12**	14**	20**		
<i>Band 6 and Below</i>	3**	6**	14**		
School Mean above both National and State Mean					
School Mean below either / both National and State Mean					

Year 9 students' performance in all NAPLAN assessments was very impressive having achieved a School Mean above the State and National means in all five assessment types. All assessments types were well above both State and National means indicating a strong overall cohort performance. This augurs well for a successful pathway to further years of study and to achieving a continuation of a high percentage of WACE achievers.

Summary: The approach across the School to improve the fundamental literacy and numeracy skill set to support all learning is evident in the NAPLAN results. We will continue to focus on these skills, with the view to building solid platforms for students to engage in meaningful learning experiences.

2015/2016/2017 NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN)					
YEAR 3	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Number of Students in %	Data in (%) = 2017 / 2016 / 2015				
20%	19% (14%) (14%)	19% (14%) (32%)	29% (25%) (13%)	27% (21%) (21%)	33% (18%) (24%)
60%	68% (54%) (69%)	66% (61%) (51%)	62% (59%) (72%)	60% (52%) (61%)	52% (50%) (58%)
20%	13% (32%) (17%)	15% (25%) (17%)	9% (16%) (15%)	13% (27%) (18%)	15% (32%) (18%)

YEAR 5	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Number of Students in %	Data in (%) = 2017 / 2016 / 2015				
20%	15% (17%) (12%)	18% (19%) (9%)	19% (16%) (28%)	23% (36%) (9%)	22% (31%) (22%)
60%	68% (66%) (73%)	61% (63%) (74%)	61% (69%) (55%)	59% (51%) (71%)	58% (42%) (58%)
20%	17% (17%) (15%)	21% (18%) (17%)	20% (15%) (17%)	18% (13%) (20%)	20% (27%) (20%)

YEAR 7	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Number of Students in %	Data in (%) = 2017 / 2016 / 2015				
20%	15% (29%) (15%)	17% (33%) (24%)	20% (33%) (19%)	27% (39%) (17%)	26% (29%) (77%)****
60%	73% (59%) (73%)	71% (58%) (56%)	70% (60%) (69%)	63% (50%) (71%)	59% (61%) (4%)
20%	12% (12%) (12%)	12% (9%) (20%)	10% (7%) (12%)	10% (11%) (12%)	15% (10%) (19%)

YEAR 9	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Number of Students in %	Data in (%) = 2017 / 2016 / 2015				
20%	15% (24%) (19%)	36% (24%) (28%)	24% (18%) (33%)	31% (18%) (17%)	19% (28%) (31%)
60%	76% (64%) (70%)	55% (65%) (66%)	72% (69%) (67%)	54% (72%) (69%)	62% (65%) (55%)
20%	9% (13%) (11%)	9% (11%) (6%)	4% (13%) (0%)	15% (10%) (14%)	12% (7%) (14%)

** Bands - Students to sit Online Literacy & Numeracy 2018				
Band 10	6	7	2	
Band 9	14	20	8	
Band 8	32	20	23	
Band 7	12**	14**	20**	
Band 6 and Below	3**	6**	14**	

Junior School and Senior School commit to a focussed approach on Literacy and Numeracy and the notable improvements are as follows over the past three years:

- Year 3:** Upward trends in all assessment types in the top 20% and 60% ranges. Therefore, less student numbers in the bottom 20%.
- Year 5:** Status quo in all assessment types little movement in the three percentage groups.
- Year 7:** Significant upward movement in the 60% range in Numeracy, Reading, Writing and Spelling. Status quo in Punctuation & Grammar.
- Year 9:** Significant decrease in the bottom 20% in Numeracy, Reading and Writing. Notable improvement in Numeracy, Reading, Writing and Spelling in the 60% range.

6. Senior School Outcomes and Post School Destinations

The focus for Year 12 students was to gain the Western Australian Certificate of Education (WACE) and to maximise Post School pathways. Students achieved very creditable results with all students in a position to gain entry into either University or a State Training Provider (TAFE). Many students will gain employment while studying at tertiary institutions. PCACS will continue to expand both the University and Vocational Education suite of offerings to prepare all students for a continually changing labour market, employability skills and lifelong learning.

PCACS continues to exhibit positive and marked improved trends for school leavers as highlighted in the following:

- 93.8% WACE Graduation = 48 students
- Total number of students enrolled in Year 12 = 48
- 24 students applied for university placements.
- All students eligible for State Training Provider (TAFE)/employment.
- School Median ATAR = 80.60 (State Median 81.40).
- Highest ATAR = 93
- 15.40% gained ATAR above 90
- 37.50% gained ATAR above 80



Added Value: Years K – 12

- K-12:
 - Using Data to drive student improvement.
 - NAPLAN, OLNA, Semester 1 & 2 Reports, PAT Testing, Consensus and Moderation, external networking.
 - Standards, culture of academic rigour: review whole School approach. Senior School reviewed Behaviour Management and Awards structure to support whole Senior School approach to holistic development of student.
 - Comprehensive 'handover' notes Year 6 (Junior School) to Year 7 (Senior School).
 - Successful Online NAPLAN trial Years 3, 5, 7, and 9 and decision to continue with this mode of delivery in 2018.
 - Additional literacy and numeracy support to achieve this WACE requirement.
 - The continuation of the roll out of the 'One to World' laptop programme and SEQTA portal for staff, students and parents.
 - Vocational and Educational Training: Increased numbers enrolling in 2017 with increased First Aid qualified students and increased students participating in work placement programmes.
 - Pastoral Care Mindfulness and Student Wellbeing a focus for Senior School.
 - STEM (Science, Technology, Engineering and Mathematics) programme equips students with the necessary skills for the future. Providing innovative mathematics focusing on inquiry led teaching together with exposure to computational thinking (coding) to increase ICT skilled workers. Introducing students to STEM will show them careers of the future to build a secure and productive labour force. Promoting STEM will secure Australia as a competitor on the international stage
 - Notable improvement in results due to effective use of data interpretation. SEQTA has simplified results for analysis and created a uniform approach across the Senior School.
 - Senior School students enjoy RKAS sport, ART and Music show cased in local sporting fixtures, The Art Exhibition and Musical performances.
 - 10th Year Anniversary Celebrations: Extensive Arts Event and Staff Dinner with invited distinguished guests and foundation staff.
 - More resources targeting the learning needs of all students, which include additional literacy and numeracy support, timetabled in both sub schools built into the timetable.
 - Student participation in the Kwinana Industry Council projects: iProject, Bright Sparx, iConference, and 5 students awarded Lyrik Scholarships to assist with their future studies.
 - Professional Development focused on implementing Phase 3 of the Western Australian Curriculum Outline K-10.
 - Year 7 – 10 review of standards of assessments.
 - Improved academic upward movement determined by the following indicators:
 - Increased numbers in Mathematics Specialist and Mathematics Methods, Science and Technology. Courses (Years 11 & 12) due to required prerequisites.
 - Learning Area reviews of assessment standards (quality control).
 - Professional Development to focus on differentiated teaching and learning.
 - Technology continues to give benefits to teaching and learning.
 - 2017 timetable to build Music, Italian and Digital Technology as yearlong Non-Core Learning Areas in Year 10.



- Service Learning Coordinator and Director of Curriculum employed to develop service with the School and wider community and to support the development of Senior School curriculum improvement aims and increased external accountability. (SCSA, VET, AISWA, OLNA, NAPLAN, TISC, Universities, etc.).
- Added value in the Junior School includes:
 - Junior School Council actively promoting Junior School student engaging activities which include sporting, community, environment within the school and the wider community.
 - Activities that allow all students from Years 2-6 to get involved in sporting and environmental initiatives, particularly within the School environment.
 - The Nude Food Challenge is now a well-established initiative in the Junior School and encourages limiting waste from packaging. Promoting healthy choices and personal responsibility for healthy living.
 - Junior School focussed approach on Inquiry Learning, High Achievers, Literacy and Numeracy, Jolly phonics, Science, HASS, QIP audit and review.
 - Thriving Interschool Sporting events.
 - Students from Years 1-6 are involved in competing in a range of sports against local schools in the area. This encourages a sense of community and helps to extend the teaching of Fundamental Movement Skills, sportsmanship and School pride.
 - IPSHA Arts.
 - The Junior School is involved in the Arts Association that provides students with the opportunity to exhibit art works and musical items to the wider Perth community. It allows students to be exposed to a range of cultural opportunities outside of the school grounds.
 - Community Ventures:
 - As a part of our Science and HASS programmes students, participate in local initiatives such as tree planting and Clean Up Australia Day. This allows students to contribute to their local community and form partnerships with local organisations.



7. Parent, Student and Teacher Satisfaction

The level of parent, student and teacher satisfaction with the School is shown by:

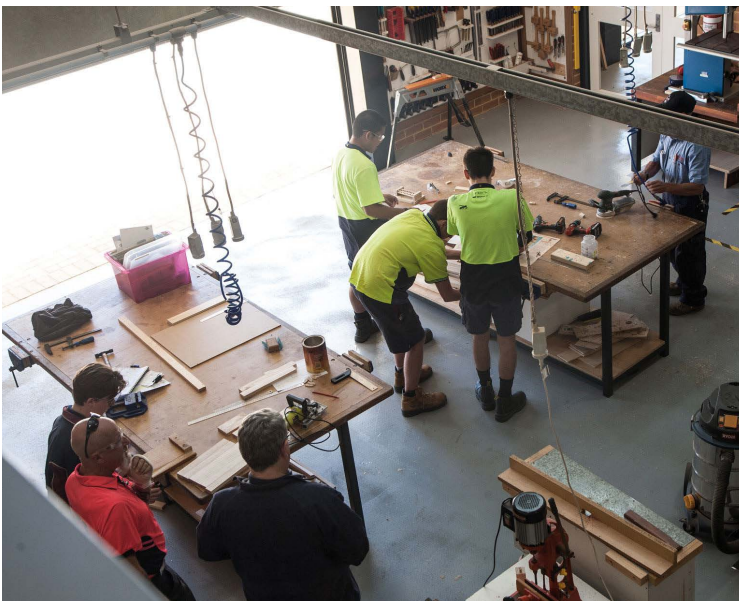
- Student numbers have continued to increase in both sub schools.
- Increased attendance at Open Mornings and general enrolment enquiries.
- School Chaplain as a member of staff.
- School Counsellor a welcomed addition to School community.
- The retention rate of staff remaining high. Both teaching and non-teaching staff exhibit a genuine commitment to the School and to the students in their care.
- Positive feedback from parents highlighting the ongoing communication with regard to their child's learning and development with increased access to SEQTA Engage.
- Continued and increased involvement in local community programmes by students, e.g. Kwinana Industries Council.

- The relatively low number of concerns or issues raised with School staff by parents and the community. Parents, students and teachers are encouraged to raise issues with appropriate staff within the School. Parents are reminded of this regularly at parent information nights and through the School newsletter, annual community meetings, reports and opportunities for questions and comments.
- Prompt response to parent queries and complaints: communications are open and transparent.
- Recording of complaints and progress from initial receipt to closure.
- Compliments from parents and the community are often received and recorded.
- Effective Pastoral Care Programmes and Curriculum planning which focus on the holistic development of every student.
- Post option pathway counselling presented to Year 12 students for both the Tertiary Institutions Service Centre (TISC), Tertiary Admissions System (TAS) and other suitable opportunities.
- School and Community information via the newsletter, The Crosier, SEQTA, PCACS Official Facebook page and the School website.
- Strong, active and innovative Parents and Friends Association.
- Community confidence that PCACS is preparing our youth for a bright and optimistic future.

8. School Income / Funding

See the **School Reports, Plans and Policies** on our School Website: www.pcacs.wa.edu.au

Follow the link to the MySchool Website's School Finances information: www.myschool.edu.au



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