

Peter Carnley Anglican Community School School Performance Report



2024

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

Peter Carnley Anglican Community School is an aspirational and purposeful community of learners, growing and striving together. Through pursuit of personal best, we engage in meaningful learning experiences, think critically and creatively and actively seek knowledge and new skills. Proudly part of AngliSchools, we are a School where everyone is included, valued, respected and supported.

Our Vision

To challenge and inspire a community of purposeful learners who are engaged, caring, connected and aspirational.

Our Values

SPIRITUALITY Exploring meaning and purpose in life through scripture, reason and tradition.

EXCELLENCE Learning and growing with purpose, striving for personal best and encouraging others to do the same.

RESPECT Acting with kindness, honesty and integrity.

BELONGING Nurturing positive relationships, welcoming everyone and celebrating difference.



The School

1. Contextual Information

Peter Carnley Anglican Community School (PCACS) is a young and dynamic School offering education for students from Pre Kindergarten to Year 12 across two beautiful campuses.

Our School provides a nurturing and balanced educational experience for all its students. Both campuses enjoy open play spaces where physical exercise and nature play is encouraged.

We create an environment where our students can discover their strengths and talents, and we encourage a lifelong passion for creativity, innovation and learning.

Our purpose is to take each child on an *Education Journey*: to spark students' intellectual curiosity; to grow their creativity and capacity to tackle and solve problems; to value work ethic and persistence; to enable opportunities to work with others through service learning; and, to show care and compassion.

This report is intended to provide information about PCACS 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 and the yearbook, *The Crosier*.



2. Teacher Standards and Qualifications

Total Number of Staff	Trained Teachers	Non-teaching staff	FTE
172	95	77	143.05

- Average staff attendance for 2024 = 92.8%
- Percentage of staff retained for 2024 = 88.38%
- Teaching staff increased from 77.38 in 2023 to 83.1 in 2024.

3. Professional Development

All academic staff participated in Professional Development in 2024.

Key areas of Professional Development in 2024:

JUNIOR SCHOOL	SENIOR SCHOOL
Cultural Competency Training	Behaviour Guidance
Diabetes Training (Selected Staff)	Muscular Dystrophy Presentation
Explicit Instruction	Instructional Coaching
Peer Observation Cycles	Adolescent Neurodiversity
Reading Fluency and Comprehension	Post School Success Pathway Report Feedback
Whole School Mandatory Reporting Training First Aid Training Consent2Go Training CPR Training	

4. Student Attendance at School

SCHOOL YEAR	PERCENT PRESENT
KG	88.2
PP	91.2
Y01	91
Y02	92.9
Y03	92.3
Y04	92.9
Y05	92.3
Y06	92.04
Y07	94.1
Y08	91.8
Y09	91.6
Y10	89.04
Y11	89.67
Y12	90.8



Pastoral Care Group Teachers follow up attendance.

Parents receive an SMS generated by the School on the morning of an unexplained absence. A follow up letter is sent to parents if the absence remains unexplained. For a prolonged unexplained absence, a staff member telephones parents to arrange a re-entry plan. If non-attendance continues for an individual student for no apparent reason, a parent interview is arranged to find strategies for the student, parents, and teachers for a successful re-entry. Student attendance records are presented on all School reports.

5. National Assessment Program Literacy and Numeracy (NAPLAN)

NAPLAN tests the skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. NAPLAN results inform the teaching and learning and education support practices at the School to ensure all students have the opportunity to progress.

The national testing is only one of the many assessments used by teachers to make valid judgements on student learning progress. Our School continues to offer a range of assessment types as part of the learning and teaching programme. Teachers will develop programmes that will challenge students and when necessary, cater for individual students who require adjustments to the curriculum. Reflective teaching practices are ongoing to improve student outcomes. It is important to remember that NAPLAN tests are not pass/fail tests.

Outlined below are the 2024 NAPLAN results.

2024 NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)					
YEAR 3	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
<i>School Mean</i>	411	397	411	397	397
<i>National Mean</i>	404	404	416	402	409
<i>State Mean</i>	400	394	411	398	402
<i>PCACS Distribution v National</i>					
<i>Top 20%</i>	17%	11%	15%	17%	8%
<i>Middle 60%</i>	71%	74%	65%	65%	77%
<i>Bottom 20%</i>	12%	15%	20%	18%	15%

YEAR 5	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
<i>School Mean</i>	476	467	463	456	469
<i>National Mean</i>	489	491	485	486	498
<i>State Mean</i>	486	486	480	487	495
<i>PCACS Distribution v National</i>					
<i>Top 20%</i>	19%	19%	8%	16%	17%
<i>Middle 60%</i>	52%	45%	60%	48%	53%
<i>Bottom 20%</i>	29%	36%	32%	36%	30%

YEAR 7	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
<i>School Mean</i>	544	541	544	544	538
<i>National Mean</i>	539	535	540	540	537
<i>State Mean</i>	541	535	540	544	537
<i>PCACS Distribution v National</i>					
<i>Top 20%</i>	21%	23%	24%	27%	22%
<i>Middle 60%</i>	63%	60%	54%	52%	62%
<i>Bottom 20%</i>	16%	17%	22%	21%	16%

YEAR 9	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
<i>School Mean</i>	570	579	585	575	555
<i>National Mean</i>	566	565	573	567	556
<i>State Mean</i>	581	581	586	573	568
<i>PCACS Distribution v National</i>					
<i>Top 20%</i>	17%	21%	18%	23%	18%
<i>Middle 60%</i>	71%	71%	66%	63%	65%
<i>Bottom 20%</i>	12%	8%	16%	14%	17%
Students to sit Online Literacy and Numeracy (not achieved NAPLAN Band 8)					
	Numeracy	Reading	Writing		
	63%	49%	44%		

6. Online Literacy and Numeracy Assessment (OLNA)

It is a requirement for the WACE to demonstrate a minimum standard of literacy and numeracy. This can be done through performance in either NAPLAN (in Year 9) or OLNA (two rounds in Years 10, 11, and 12).

End of 2022 (Year 10)	Numeracy		Reading		Writing	
	Demonstrated standard	96%	Demonstrated standard	99%	Demonstrated standard	89%

End of 2023 (Year 11)	Numeracy		Reading		Writing	
	Demonstrated standard	96%	Demonstrated standard	99%	Demonstrated standard	94%

End of 2024 (Year 12)	Numeracy		Reading		Writing	
	Demonstrated standard	100%	Demonstrated standard	100%	Demonstrated standard	100%



7. Senior School Outcomes and Post School Destinations

2024 Year 12 overview:

Total number of students enrolled in Year 12 = 64

Achieved WACE: 64 (100%)

ATAR Pathway (4 or more ATAR courses): 25 students (39%)

General/VET pathway: 39 students (61%)

ATAR Courses in Year 12

Number of ATAR Courses completed in Year 12	0	1	2	3	4	5	6
Number of students	31	5	3	0	12	12	1

General Courses in Year 12

Number of General Courses completed in Year 12	0	1	2	3	4	5	6
Number of students	19	7	2	8	23	5	0

VET Studies (highest qualification achieved during Year 12)

Qualification	Nil	Cert I	Cert II	Cert III	Cert IV
Number of students	7	0	59	31	0

Endorsed Programmes (achieved during Year 12)

Number of Unit equivalents	1	2	3	4	5
Number of students	3	1	0	3	3

ATAR Students

25 students completed four or more ATAR courses and were eligible to apply for direct entry to University.

7/25 ATAR students achieved below 60.00

7/25 ATAR students achieved between 60.00 and 69.95

4/25 ATAR students achieved between 70.00 and 79.95

3/25 ATAR students achieved between 80.00 and 89.95

4/25 ATAR students achieved between 90.00 and 99.95

The majority of ATAR students accepted early offers of courses prior to completing Year 12. Curtin and Murdoch Universities were the two most popular destinations (students scoring 60.00 – 69.95 receive a boost to 70.00 at Murdoch and ECU). Some students scoring below 60.00 achieved portfolio entry to their preferred course. The majority of students who did not receive a direct offer are completing a University Bridging/Entry course. A small number of ATAR students have either deferred, enrolled in TAFE, or commenced employment.

School Curriculum and Standards Authority Awards

8 Certificates of Merit (Consistently high performance across subjects studied)

Vocational Education and Training (Total Certificate Achievement from Year 10-12)

61/64 (95.3% of Year 12 students achieved at least one Certificate II or higher – includes achievements before Year 12)

Certificate III in Business = 29	Certificate II in Electrotechnology = 6
Certificate III in School Based Education = 3	Certificate II in Building and Construction = 1
Certificate II in Community Service = 7	Certificate II in Applied Fashion = 1
Certificate II in Health Support = 8	Certificate II in Engineering = 4
Certificate II in Outdoor Recreation = 18	Certificate III in Fitness = 1
Certificate II in Workplace Skills = 8	Certificate II in Auto Vehicle Preparation = 1
Certificate II in Music Industry = 4	Certificate III in Library and Information Services = 1
Certificate II in Baking = 1	Certificate II in Animal Care = 1
Certificate II in Plumbing = 2	Certificate II in Hospitality = 1
Certificate II in Furniture Making = 1	Certificate II in Aviation = 1
Certificate II in Heavy Diesel Plant Mechanic = 1	

Endorsed Courses

Duke of Edinburgh Gold – 4 students
Duke of Edinburgh Silver – 1 student
Kwinana Industry Council iProjects – 7 students
Workplace Learning – 1 student
Murdoch University TLC – 4 students
Leeuwin Youth Explorer – 1 student
Bronze Medallion – 2 students
Keys4Life – completed by all students in Year 10



8. Improvement Agenda Pre Kindergarten – Year 12

Junior School (Pre K-6)

The Junior School Improvement Priorities in 2024 were formulated in response to student data that indicated a need to improve Reading outcomes. With much research being published in this area in the last five years, moving to current best practice methods and pedagogy was the focus. Staff training centred around refining Explicit Instruction, introducing Peer Observation Cycles, Reading (Fluency and Comprehension) and updating assessment methods. Training was conducted as a whole Junior School team to ensure consistency of the approaches. Strong connections between the Junior and Senior School leadership have created opportunities to develop some whole school pedagogical approaches, which will be further explored in 2025.

The PCACS Learner Strengths (Heart, Mind, Self, Growth and Collaboration), alongside the School Values, continue to underpin Junior School practices and interactions. Staff have worked together over many sessions to refine scope and sequence for the Learner Strengths across the Junior School, highlighting observable behaviours of each learner strength at different developmental levels. These will be presented for consultation with the students in 2025 before a final document is produced. After reflection by the Junior School staff, the Learner Strengths Day moved to the beginning of Term 1 to highlight the importance of the Learner Strengths in all aspects of the Junior School journey.

The Junior School management team examined the programming process in Junior School and have created a forward planning document to replace the traditional term planner. The planning will be completed by all members of a cohort teaching team, including Education Assistants, honouring contributions by all team members. The forward planning document will provide opportunities to plan for a two-week period, thereby ensuring their planning accurately reflects the attainment, response to the curriculum and results of the students. It will ensure that the planning produced is more reflective of the teaching and learning journey. With the development of Scope and Sequence documents for Mathematics, English and Health, the Junior School team have more clarity in 2025 about which elements of the curriculum to deliver each term.

A review of Learning Engagement identified the need for an academic extension programme to complement the Voyager offering in the Senior School. While there were several existing elements of academic extension, it was not visible enough to the community and not mentioned in marketing. The Junior School Extension Programme, named Quest, will begin in 2025. It will run across both campuses as a multi aged grouping with project based challenges in the areas of English, STEM and HASS. The groupings will be fluid between each project allowing students with different areas of strength to be included across the year. Existing elements such as Mathematics Extension classes and external academic competitions will be absorbed under the banner of Quest. The teaching element has been absorbed into the Head of Junior School's timetable.



Senior School (7-12)

2024 continued the trend of strong enrolment growth in the Senior School. The student-centred focus in both teaching and learning and pastoral care is ensuring the staff are meeting the academic and social and emotional needs of the students and providing a rigorous but fundamentally caring pathway through adolescence. Each child is encouraged to strive for their personal best.

In response to student data, the Senior School implemented a trial reading intervention strategy in Year 8. This was an explicit instruction course and pre and post testing revealed significant gains in reading fluency. This programme will be introduced to relevant Year 7 and Year 8 English classes in 2025 as part of a funded Literacy Intervention Strategy. All teachers received initial awareness professional learning in explicit instruction, and this will continue in 2025 as well.

The specialist Basketball Academy continued to grow with two classes offered as electives in Year 9 and 10 along with a before School programme for Year 7 and 8. The School sent its first sporting tour to the Eltham-Dandenong Junior Basketball Tournament in Melbourne in January and the competitive skillsets of the students have developed rapidly. A specialist Netball Academy was also introduced using a similar skills and character development programme to the Basketball Academy.

The Technology, Innovation, Design, Enterprise, and Sustainability (TIDES) course transitioned to an elective in Year 9 and 10 with a focus on Robotics using a dedicated mechatronics lab. The success of the programme resulted in a team of Year 9 and 10 students travelling to Sydney in December to compete in the First Tech Challenge National Finals. PCACS student teams also competed in the Da Vinci Academic Decathlon, ANSTO National Science Week Hackathon, and the Murdoch University WA Schools Hackathon. PCACS once again hosted the State's largest STEM in Education Conference for teachers and students. The total number of attendees to the Conference was over 500 making it the largest such conference in Australia.

The strong relationship between the School and the Kwinana Industries Council, along with significant enrolment in the VET in Schools programme (primarily at South Metro TAFE) saw many of the Year 12 students achieve post-school apprenticeships. PCACS students receive intensive career guidance from Year 10 onwards and the community is kept up to date with the latest developments along the Western Trade Coast and the demand for skilled technical workers arising from the AUKUS and Australian Navy shipbuilding programme.

A significant quality improvement action in 2024 involved redesigning the formal semester report. There was a greater focus on learner attributes in each subject area as part of the School's commitment to more broadly recognising student achievement in diverse skills and attributes.

9. Parent, Student and Teacher Satisfaction

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

- Significant enrolment enquiries, translating to enrolments.
- Strong enrolments across the School with significant growth in Senior School.
- Increased parent attendance at information events.
- High student retention rate and high attendance.
- Engagement on School website and PCACS Facebook page.
- High SEQTA use.
- The retention rate of staff remains high. Both teaching and non-teaching staff exhibit a genuine commitment to the School and the students in their care.
- Staff vacancies sought after.
- Communications timely, open and transparent with prompt responses to parent concerns.
- Positive feedback from the community and providers.
- Positive student support of their Student Council representative voice.
- Strong, active and innovative Parents and Friends Association.
- Community confidence that PCACS is preparing students for post school pathways with parents who are business owners providing Year 10 student work placements.
- Compliments and Complaints Register.

10. School Income/Funding

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





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