

2023

SCHOOL PERFORMANCE INFORMATION REPORT



John Septimus Roe
Anglican Community School
A school of the Anglican Schools Commission

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. Assistance Act of 2008. 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 Facebook page and other information contained in the School's Website to further appreciate the ethos and offerings of the School.



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Who we are

John Septimus Roe Anglican Community School (JSRACS) is a school of the Anglican Schools Commission, situated in Mirrabooka, just 10km from the Perth CBD.

JSRACS is a vibrant co-educational Anglican School that is continually evolving to meet the needs of our diverse student body and adapt to the demands of a rapidly changing world. Through innovative teaching practices, state-of-the-art facilities, and a commitment to nurturing well-rounded individuals, we ensure that each student receives an education that prepares them not only for academic success but also for a fulfilling and purposeful life beyond the classroom. Our dedication to excellence and continuous improvement drives us to remain at the forefront of educational innovation and best practices.

Diversity is at the heart of JSRACS, where we deliver exceptional education while embracing the challenges and opportunities of tomorrow. Our holistic approach encourages every student to discover and develop their spiritual, intellectual, social, physical, and creative potential.

At JSRACS, we celebrate the uniqueness of each member within our community and foster a global outlook that encourages all to appreciate the richness of the human experience within themselves and in others. Spanning from Pre-Kindergarten through to Year 12, JSRACS offers a comprehensive educational journey, nurturing students at every stage of their development and preparing them for the future with confidence and competence.

Following the successful completion of a substantial Capital Development program spanning from 2022 to 2024, our two school campuses have seamlessly merged into a unified community. This milestone has brought about a host of benefits and opportunities for our students and staff alike.

The consolidation of our campuses into a single entity has created a cohesive and collaborative environment where resources, expertise, and experiences are shared more efficiently. Students now have access to enhanced facilities and expanded learning spaces, enabling them to engage more deeply in their educational journey.

Moreover, the merger has fostered a stronger sense of community and belonging among our students, parents, and staff. It has encouraged greater interaction, collaboration, and support within our school community, enriching the overall educational experience.

As we move forward as one unified entity, we are excited about the possibilities this merger brings. It represents a new chapter in our school's history—one that is marked by innovation, synergy, and a shared commitment to providing the best possible education for our students.

In 2023, JSRACS has an enrolment of 1705 students from approximately 1200 families. At JSRACS, we prioritise pastoral care as a cornerstone of our educational approach. We firmly believe that by nurturing this aspect of our curriculum, we lay a solid foundation for building a thriving school community, from which all other aspects naturally flourish. The quality of our relationships forms the essence of our school's atmosphere and sets the tone for our collective experience.

What we value

The School's Vision, Mission, and Values statements serve as a clear and comprehensive expression of our core principles and aspirations. They encapsulate our fundamental beliefs, purpose, and the ideals that guide all experiences in our school.

Together, these statements not only define what we stand for but also inspire and unify our school community. They provide a roadmap for our endeavours, ensuring that we stay true to our ideals and continue to make a positive impact on the lives of our students and beyond.

Vision Statement

John Septimus Roe Anglican Community School will be a dynamic, Christian community that offers a broad, high quality education to students from diverse backgrounds. We will embrace the educational challenges and opportunities of the future, where each student will be encouraged to explore their spiritual, intellectual, social, physical and creative capacities. We value the individuality of all community members and cultivate a global perspective that all may seek the best of the human spirit in themselves and other.

Mission

We provide an education which, secure in the traditions of our past and our Christian belief, opens students' minds to the rich diversity of the world in which they live and challenges them to be curious and explore everything they find with integrity and compassion. We will do this in an engaging, relational environment which nurtures self-expression and self-worth while promoting the uniqueness of each student.

Values Statement

With Christian beliefs and lifestyle as our foundation in affirmation that God is Creator, our values are:

- The fostering of a positive, meaningful relationship with God in Christ;
- Belief in the capacity of individuals to realise their God-given wholeness, instilling optimism and hope in themselves and others;
- Empowering of individuals to discover, acknowledge and develop self-worth, individual skills and talents;
- Respect for the dignity, beliefs and worth of self and others;
- Respect and responsibility for the environment;
- Belief in the fundamental importance of community responsibility for the welfare and well-being of all persons and
- The building of collaborative and supportive relationships between all members of the School Community



Faith in Christ.
Faith in each other.
Faith in ourselves to make a difference.



Hope in Christ.
Hope for each other.
Hope for a better future.



Love for Christ.
Love for each other.
Love that knows no boundaries.

Teaching and Learning

A School's curriculum is the total of all activities, both formal and informal, which take place both inside and outside the classroom. At John Septimus Roe Anglican Community School, this includes the traditional subject disciplines as well as the many co-curricular activities that are offered to students, including camps, outdoor education, music, various sports, clubs and societies in order to develop resilience, leadership skills and self-esteem in our young people.

A principle objective is the promotion and recognition of academic achievement and the pursuit of excellence in all fields of endeavour. Students are encouraged to work hard and to develop high levels of self-discipline.

From Kindergarten to Year 12, the school's curriculum inspires students to achieve distinction according to their abilities and individual interests. The curriculum emphasises the need to work independently and in partnership with others. It develops in students the ability to think critically, communicate clearly and develop the 'whole' child. Above all, the curriculum seeks to inspire a love of learning and of truth.

The school recognises that students differ widely in their academic and other abilities, but believes that all students can benefit from being encouraged and challenged within a caring Christian environment. Additional curriculum support, extension and enrichment is provided by class teachers and staff within our Education Support Services Team.

Pastoral Care and Wellbeing

The overall well-being of each individual person is of paramount importance in the Anglican tradition of Schooling. It is the responsibility of all members of the school community to promote this in their formal and informal dealings with one another.

To create an environment where each individual can flourish, John Septimus Roe Anglican Community School endeavours to establish compassionate connections between all members of the school community.



School Governance

John Septimus Roe Anglican Community School operates under the oversight of a School Council, which is entrusted with governance responsibilities delegated by the Anglican Schools Commission Board. This governance structure ensures that all aspects of the school's operations, policies, and strategic direction align with the values and objectives set forth by the Anglican Schools Commission.

The School Council plays a vital role in guiding decision-making processes and ensuring accountability within the school community. Its authority extends to matters such as financial management, policy development, and the overall well-being of the school. The vision and direction of the School Council is implemented by the Principal and the Executive Team. By operating within this framework, John Septimus Roe Anglican Community School upholds its commitment to excellence and accountability in education, guided by Anglican principles and values.



CHAIR OF SCHOOL COUNCIL
Mr David Hill
BEd, MEd Man



DEPUTY CHAIR OF SCHOOL COUNCIL
Associate Professor
Dr Matthew Byrne
PhD Education



TREASURER
Ms Michelle Houwen
MBA, CPA, BBus



Mrs Michelle Beor
BA, GDip Bus, MBA



Mr Paul Butler
MBA, BA DipEd PGCE



Mr Ian Curlewis
BCom, LLB



Mr Joshua Forrester
LLB(Hons), BA(Hons)



Mrs Paula Humphreys
Currently Studying BH



Miss Amy Jordan
MArch



HONORARY MEMBER
Dr Kenneth Evans
BSc, MEd, EdD, FACEL, GAIC



EXECUTIVE TEAM



PRINCIPAL
Mr Jason Bartell
BA, BEd, GDip Mngt, MBA,
MACEL



**ASSOCIATE PRINCIPAL
SENIOR SCHOOL**
Mrs Christina Wallis
BSc, DipEd



**ASSOCIATE PRINCIPAL
MIDDLE SCHOOL**
Mr Justin Krause
BEd, GDipEdLead,
MEd Lead



**ASSOCIATE PRINCIPAL
PRIMARY SCHOOL**
Ms Paula Martin
BA, BEd



**ASSOCIATE PRINCIPAL
EARLY CHILDHOOD**
Mrs Georga Gratteri
BA (Ed) MEd



BUSINESS MANAGER
Mr Stuart Holliday
BBus, MBA, MBR, CA,
ACIS

Staff Overview

In 2023, JSRACS had a total of 287 employees, with 73.87% of the workforce female and 26.13% male. A list of staff and their qualifications is provided within this report.

Team	Full Time		Part Time		Total Staff
	Women	Men	Women	Men	
Executive	3	3			6
Middle Leadership Team	13	10			23
Teaching	44	26	43	4	117
Music Tutors			11	10	21
Support Staff	52	12	46	10	120
Total	112	51	100	24	287

Team	Women	Men
Executive	50%	50%
Middle Leadership Team	56%	44%
Teaching	74%	26%
Music Tutors	52%	48%
Support Staff	82%	18%



Teaching Staff Qualifications

Doctorate	Masters	Post Graduate Diploma	Bachelor	Advanced Diploma and Diploma
2	23	56	64	1

Total: 146

Staff Professional Development

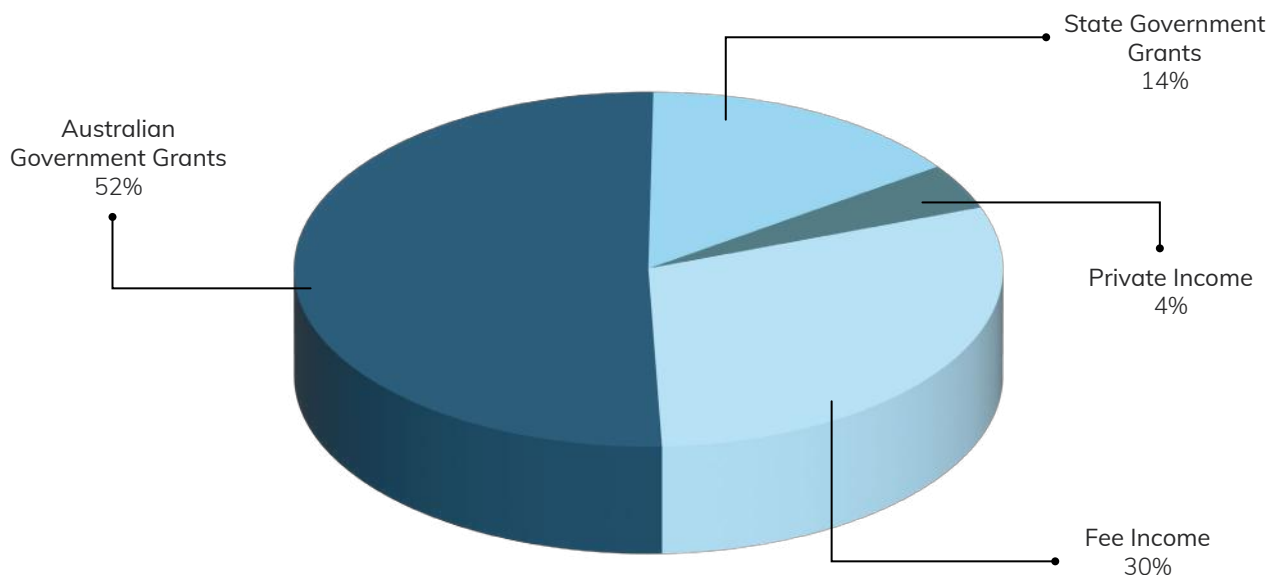
In 2023 there was 100% teacher participation in professional development and learning. A total of approximately \$171,813 was spent in this area. This represents an approximate average expenditure of \$1,263 per teacher on professional development provided to the School by external providers. It should be noted that teaching staff also attend AISWA training sessions which are provided to independent school staff at no additional cost.

This is in addition to school-based professional development delivered in the workplace. The school has approximately eleven professional development days allocated in each school year.



Funding Sources

The total gross income for the year ending 31 December 2023 was \$37 million. Information on the School's Finances will be published on the My School website <http://www.myschool.edu.au> and is available to the public to view, later in the year.





Student Enrolment

ENROLMENT

John Septimus Roe Anglican Community School provides education for students from Pre-Kindergarten (3-year olds) to Year 12. In 2022, the total enrolment was 1705 students at the School's August census.

The enrolment comprised 708 students in the Primary School and 997 students in the Secondary School; with an overall gender balance of 51% male and 49% female students.

STUDENT ATTENDANCE

In 2023, the average attendance rate for students at JSRACS was 89%.

Regular school attendance is essential for students to maximise their potential. JSRACS, in partnership with parents, promotes and values consistent attendance among students. Parents hold legal responsibility for ensuring their children attend school regularly. Additionally, school staff monitor absences as part of their duty of care.

To minimise disruptions to students' learning, the school discourages travel during term time. However, exemptions may be granted in cases where students are representing their club, school, or state in official capacities.

JSRACS has established protocols for reporting absences. Parents are required to notify the school prior to 9:30am on the day of absence via SEQTA, or leave a message on a designated mobile number. This proactive communication ensures that the school can maintain accurate attendance records and promptly address any concerns regarding student absences.

Year Group	Attendance Rate Daily Average %
PP	89%
1	90%
2	91%
3	92%
4	91%
5	89%
6	90%
7	89%
8	88%
9	87%
10	88%
11	87%
12	87%
Overall Attendance: 90%	



Academic Achievements

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

JSRACS is proud to report that our students have demonstrated commendable performance across all year levels in the 2023 NAPLAN assessments. These results underscore our commitment to academic excellence and the dedication of our students, teachers, and broader school community.

Highlights from the NAPLAN results include significant improvements in Writing, Spelling and Grammar and Punctuation outcomes compared to State, National and Similar Schools data, reflecting the effectiveness of our curriculum, teaching methodologies, and student support programs.

At JSRACS, we acknowledge the challenges reflected in the recent NAPLAN results, particularly in the areas of numeracy and reading. While these results present valuable insights, they also underscore the importance of targeted interventions and strategic initiatives to enhance student outcomes in these critical areas.

JSRACS is committed to addressing these challenges and implementing proactive measures to elevate numeracy and reading proficiency among our students. We recognise the following key areas of focus moving forward:

Numeracy Development: We have commenced enhancing numeracy skills by:

- Implementing tailored intervention programs to address specific mathematical concepts and skills.
- Providing additional support and resources to students who require remediation or enrichment.
- Employing innovative teaching strategies and technology to make mathematics more engaging and accessible.

Reading Improvement: Our efforts to boost reading capabilities include:

- Implementing a structured literacy program focused on comprehension, vocabulary development, and fluency.
- Promoting a culture of reading through diverse literary experiences, book clubs, and reading challenges.
- Collaborating with families and the wider community to encourage a love for reading beyond the classroom.

It is important to note that while NAPLAN results provide valuable data, they represent just one aspect of our students' overall educational journey at JSRACS. We believe in nurturing well-rounded individuals who excel not only academically but also socially, emotionally, and creatively.

The below NAPLAN Tables highlight the areas of strength and areas for improvement across all four NAPLAN assessment years, Year 3, 5, 7 and 9. Assessments at least five points below the Similar Schools data have been highlighted red, as areas for improvement, and those that are at least five points above the Similar Schools data have been highlighted green as areas of strength.

Year 3	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
School	403	397	437	427	417
State	401	394	411	399	400
National	406	404	417	404	409
Similar	409	412	416	410	419

Year 5	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
School	489	496	482	501	501
State	484	490	478	488	491
National	488	496	483	490	496
Similar	484	502	472	487	493

Year 7	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
School	549	540	552	554	548
State	539	534	531	542	536
National	538	536	534	539	539
Similar	549	546	534	544	541

Year 9	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
School	603	592	594	595	587
State	581	575	573	572	563
National	568	565	567	568	556
Similar	586	588	582	581	582



Year 12 Results

PATHWAYS

6 Pathways Available
2023



To best cultivate their talents; and experience meaning in their education, Year 12 students have a wide choice of courses within specialised pathways. JSRACS offers six pathways, including ATAR and General courses, an onsite Endorsed Hospitality Training program, Trade Preparation Pathway, and Vocational Certificates through Careerlink and UniReady.

Each pathway delivers a quality educational experience enabling students to develop and become lifelong learners in an ever-changing world.

WACE GRADUATION

149 students achieved WACE
(155 eligible students - 96.13%)

96.13%

Achieved their WACE



ATAR 2023

JSRACS achieved a median ATAR of 82.25 in 2023, with the Highest ATAR achieved being 99.80 (highest in the Anglican Schools Commission).

90⁺
22%

70⁺
82%

80⁺
59%

<70
18%

CERTIFICATE PATHWAY

The School had 21 Year 12 students who successfully completed a Certificate II qualification, 38 Year 12 students who achieved a Certificate III qualification and 17 Year 12 students who achieved a Certificate IV qualification.

TOP SCHOOL COURSES

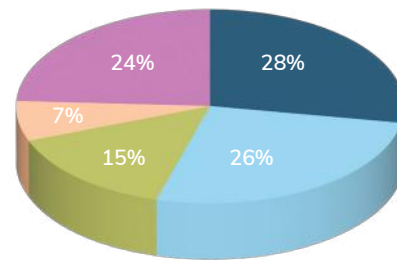
JSRACS was named in the top schools (based on the percentage of students in the top 15 per cent in a subject across the State) for Geography.



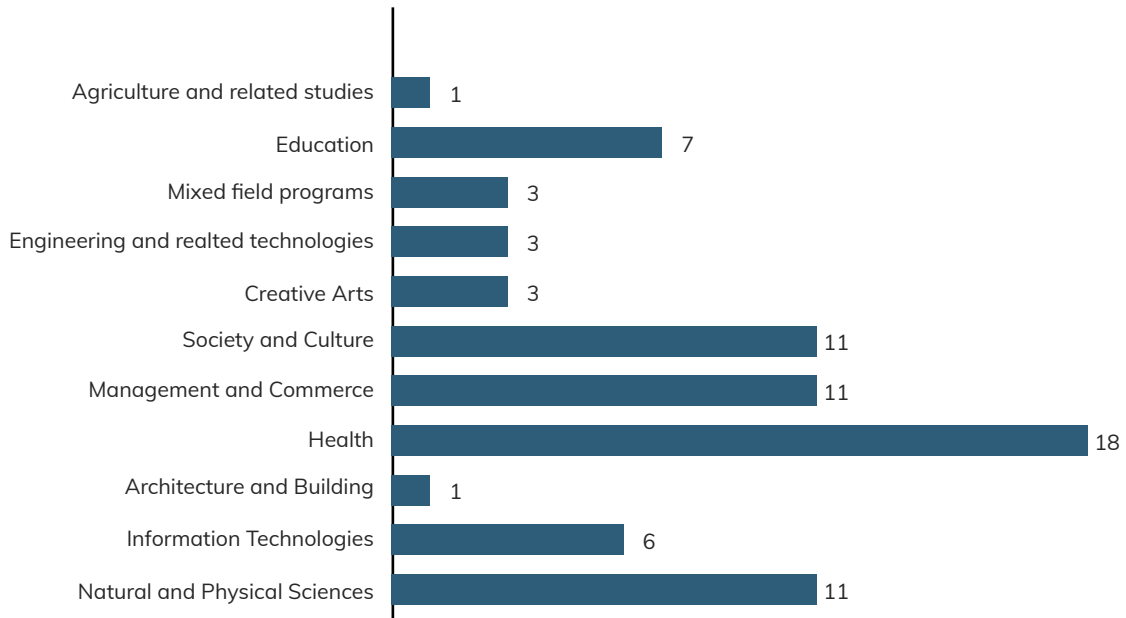
Student Destinations

RETENTION RATES AND POST SCHOOL DESTINATIONS

Of the 77 JSR students who applied to attend university, 43 had an ATAR. The remaining 34 places were filled by students who completed the Uni-Ready course, achieved a Certificate IV, and/or applied with a performance portfolio. Overall, 75 out of the 77 applicants were offered a position to attend university in 2023.



UNIVERSITY OFFERS BY FIELD OF EDUCATION



Support for Students

At John Septimus Roe Anglican Community School, we prioritise academic support for all students through a comprehensive and tailored learning program. Our dedicated staff undergo continuous training in creating Individual Education Plans (IEPs) and adapting learning strategies to meet the unique needs of each student in their care. This ensures that every student receives the specific support they require to thrive academically and reach their full potential.

Further support is offered through the Education Support Services (ESS) Team across the School. The ESS Team is in place to support students who have difficulties accessing the curriculum for their year group. It offers in-

class support and withdrawal programmes in Literacy and Numeracy.

Furthermore, our commitment to holistic student support goes beyond academics. We have made significant investments in enhancing our overall support framework by employing specialised professionals. This includes a Speech Pathologist, an Occupational Therapist, a Social Worker, and two Psychologists, all working closely with our Executive Team, teaching staff, and support teams. This interdisciplinary approach allows us to address not only academic challenges but also social, emotional, and developmental needs effectively. By collaborating across disciplines, we ensure a cohesive and comprehensive



support system that benefits every student in our school community. This commitment reflects our dedication to fostering an inclusive and nurturing environment where every student can succeed.



Community Engagement & School Satisfaction

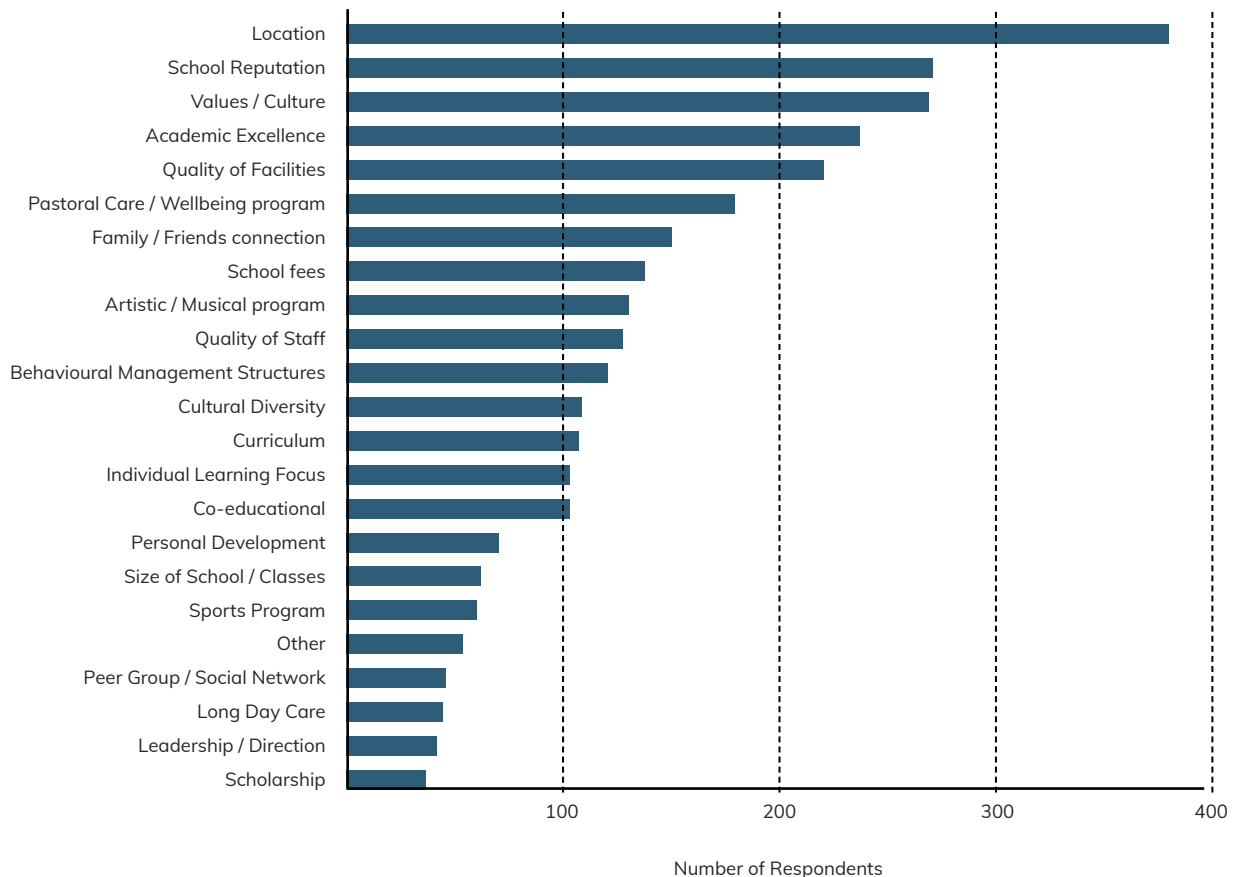
The School Conducts regular whole of school satisfaction surveys, the last of which was conducted a whole of School Survey between 20 September 2022 and 3 October 2022.

The community survey included parents and staff, with parents providing feedback in the following areas:

- Values + Culture
- Leadership + Direction
- School Communication
- Curriculum + Co-curriculum
- Learning + Extension
- Teaching Standards
- Learning Environment
- Resources + Facilities
- Homework
- Reporting
- Pastoral Care/Wellbeing
- Student Transition
- Student Engagement
- Parent Engagement

REASONS FOR SELECTION

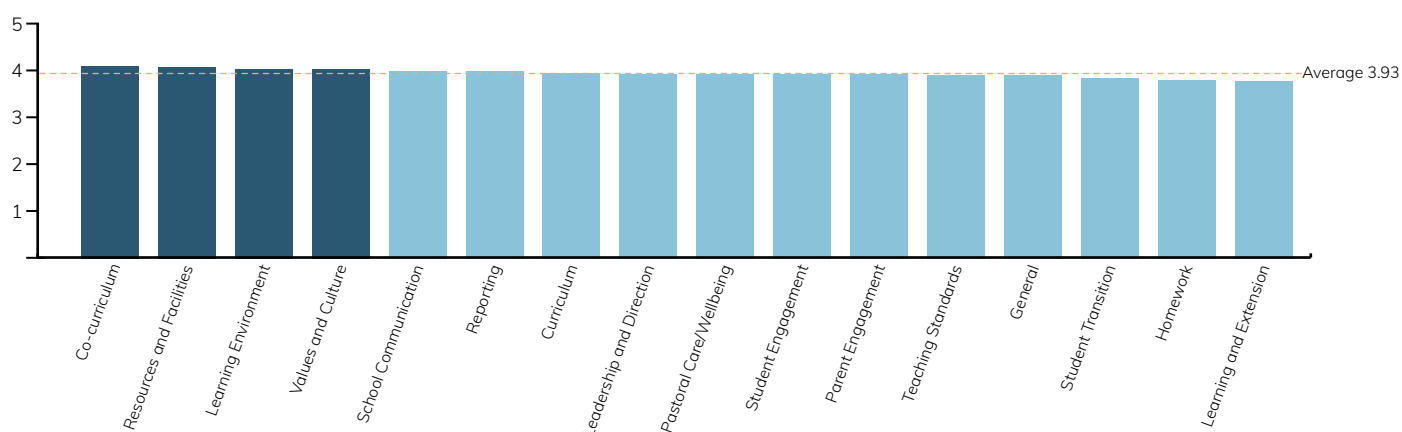
The following table details the reasons parents selected John Septimus Roe Anglican Community School, with the top 5 reasons being, Location, School reputation, Values/Culture, Academic excellence and Quality of facilities.



SATISFACTION SCORES - COMMUNITY

John Septimus Roe Anglican Community School achieved an overall satisfaction score of 79% (3.93 out of 5).

The below table highlights the satisfaction scores from the Parents who participated in the community survey. While the overall satisfaction scores were very high, the highest satisfaction scores were related to the School's co-curricular program, resources and facilities, the School's learning environment and the School's values and culture. While the lower satisfaction scores were attributed to learning and extension, homework and student transition.



Key Area	Satisfaction	Variance
Co-curriculum	4.10	4%
Resources + Facilities	4.08	4%
Learning Environment	4.04	3%
Values + Culture	4.03	3%
School Communication	4.00	2%
Reporting	3.99	2%
Curriculum	3.95	1%
Leadership + Direction	3.93	0
Pastoral Care / Wellbeing	3.92	0
Student Engagement	3.92	0
Parent Engagement	3.92	0
Teaching Standards	3.90	-1%
General	3.90	-1%
Student Transition	3.84	-2%
Homework	3.79	-4%
Learning + Extension	3.78	-4%
Average Score	3.93	

- A result that indicates an excellent satisfaction rating
- A result that indicates a good satisfaction rating
- A score that is equal to or higher than the 'Average Score'
- A score that is lower than the 'Average Score'

Teaching Staff

(1/1/2023 – 31/12/2023)

The School Council

Chair – Mr David Hill BEd, MEd Man

Deputy Chair - Associate Professor Dr Matthew Byrne PhD Education

Treasurer - Ms Michelle Houwen MBA, CPA, BBus

Mrs Michelle Beor BA, GDip Bus, MBA

Mr Paul Butler MBA, BA DipEd PGCE

Mr Ian Curlewis BCom, LLB

Mr Joshua Forrester LLB(Hons), BA(Hons)

Mrs Paula Humphreys

Ms Amy Jordan MArch

Dr Kenneth Evans AM BA BSc, MEd, EdD, FACEL, (Honorary Member)

Executive Team

Principal: Mr J Bartell

Associate Principal Senior School: Mrs C Wallis

Associate Principal Middle School: Mr J Krause

Associate Principal Primary: Ms P Martin

Associate Principal Early Learning: Mrs G Gratteri

Business Manager: Mr Stuart Holliday

Directors

Director of Teaching and Learning (Yr 10 -12): Mr Drew Hall

Director of Teaching and Learning (Yr 7 - 9): Ms B Tonev

Director of Teaching and Learning (Yr 2 - Yr 6): Ms T Quinn

Director of Operations Primary: Mrs I Knight

Director of Pastoral Care (Yr 10 -12): Ms K Cohen

Director of Pastoral Care (Yr 7 - 9): Mrs J Dicoski

Director of Pastoral Care (Yr 2 - Yr 6) Ms S Rowell

Surname	Name	Position	Qualifications
Adeline	David	Mathematics - Teacher	BSc, PGCE, MBA
Albuino	Erin	Drama Teacher	BEd
Allen	Amanda	Mathematics - Teacher	BEd
Allen-Ankins	Leah	Visual Art Teacher Primary	BA(Ed), BCA, DipTh
Ang	Claire	Languages - Teacher	MEd, PGDip
Baghdadi	Farah	Primary Teacher	BEd
Bailey	Michael	Science - HOD	BSc, GDipEd
Bakker	Jaimi	Primary Teacher	BEd
Barnett	Lucy	Mathematics - Teacher	BSc (Hons), PGCE
Bartell	Jason	Principal	BA, BEd, GDip Mngt, MBA, MACE, MACEL
Bartell	Leah	Visual Art Teacher Primary	BEd
Beer	Nicole	Primary Teacher	BEd
Berryman	Nicole	Primary Teacher	BEd, PDipCouns
Briggs	Keith	HASS - Teacher	BA, GDipEd
Brodie	Simon	Primary Teacher	BA(Ed), BEd, MACE
Brown	Beverley	Visual Art & Media - HOD Acting	MEd, BEd, DipT
Carr	Tracy	Drama and Dance - HOD	BEd
Castle	Adrian	Mathematics - Teacher	MTeach
Champion	Diana	Music - Teacher Primary	BPhysEd, GDipEd
Chapman	Nathan	Sports Coordinator - Secondary	BSc, GDipEd

Charteris	Natasha	English - Teacher	BA, BCom, GDipEd
Clucas	Neil	HASS - HOD	BA(Hons), PGCE, MA(Hons)
Codd	Jennifer	HASS - Teacher	BA(Hons)
Cohen	Kerry	Director of Pastoral Care Senior School	BA(Ed), MSc
Cole	Ellyce	Early Childhood Teacher	BEEd
Comrie	Sarah	Primary Teacher	BEEd
Connell	Katie	Primary Teacher	BEEd
Cook	Brendon	Languages – HOD	BA, GDipEd
Coten	Claire	Science - Teacher	BSc, MTeach
Craigs	Zoe	Science - Teacher	BSc (Hons), PGCE
Crossley	Sharonne	Home Economics - Teacher	bphe, Dip Diabetes, GDipEd
Cunningham	Anthea	Education Support - Teacher Secondary	BA, GDipEd
Dalby	Imogen	Primary Teacher	BA(Ed), BEEd
Davies	Christine	Early Childhood Teacher	BEEd
De Joux	Alexandra	Science - Teacher	MEarthSci (Hons), PhD, PGCE
Di Crescenzo	Trina	Drama - Teacher Secondary	BA(Hons), GDipEd
Dicoski	Jessica	Director of Pastoral Care Middle School	BSc, GDipEd
Dobson	Matthew	Health & Physical Education - Teacher Primary	BEEd
Dundo	Anthony	Mathematics - Teacher	BEEd
Edmunds	Heath	Design & Technology - HOD	BA (Ed)
Egan	Michelle	Teacher Responsible for Media	BA, GDipEd
Eghobamien	Osamudiamé	HASS - Teacher	BCom, GDipEd
Fayers	Shari	Early Childhood Teacher	BA, GDipEd
Foxley	Melanie	Primary Teacher	BSc, PGCE
Funston	Chantelle	Library - Teacher	BEEd
Garbin	Caroline	Early Childhood Teacher	BEEd
Giai	Carla	Science - Teacher	BSc, PGCE, Mteach, PhD
Glenn	Vanessa	Education Support - Teacher Early Childhood	BA, BEEd
Graham	Christopher	English - Teacher	BA, GDipEd, MA
Gratteri	Georga	Associate Principal Early Childhood (PKG - Y1)	BA (Ed) MEd
Griffiths	Elizabeth	Early Childhood Teacher	BEEd
Hales	Sean	Design & Tech - Teacher	BA(Ed), BA(Design)
Hall	Drew	Director of Teaching & Learning Senior School	BSc, PGCE, MEd
Hannam	Thomas	HASS - Teacher	BEEd
Haralambakis	Sasha	Primary Teacher	BEEd
Hardingham	Sarah	English - Teacher	BEEd
Helm	Jessica	Primary Teacher	BEEd
Hou	Gabrielle	Languages - Teacher Secondary	BEng (Mech), MTeach
Howting	Sharyn	Science - Teacher	BSc, GDipEd
Hughes	Vanessa	Early Childhood Teacher	BEEd, GCertEd
Hyland	Kelly	Early Childhood Teacher	BEEd
Jean-Louis	Audrey	Mathematics - Teacher	BEEd, DipTeach
Jones	Mark	Design & Tech - Teacher	GDipEd, BTh
Kelly	Dale	English - HOD	BA, PGCE
Kelly	Leah	Religious Studies - Teacher	BEEd

Kidd	Jason	Music - HOD	BEd, BBus, MEd
King	Eliette	Primary Teacher	BA(Ed), BEd
Knight	Isla	Director of Primary School Operations (PK-Y6)	BEd(Hons), MEd (Lead)
Krause	Justin	Associate Principal Middle School	BEd, GDipEdLead, MEd (Lead)
Lacey	Sarah	Science - Teacher	BSc, GDipEd
Lang	Michelle	Primary Teacher	BEd
Leber	Joanna	Primary Teacher	BA(Hons) with QTS
Lee	Olivia	Food Technology Teacher	BCA, GDipEd
Leverton	Justin	Primary Teacher	BAPhysEd, PGCE
Lindsey	Angela	Education Support Services (K-12) - HOD	BA (Hons), PGCE
Liney	Reece	ICT - Teacher	BEd
Lyons	Brooke	NWAS & Health Education Coordinator	BPHE, GDipEd
Marsh	Diane	Music Teacher	GDipEx AGM, LAGM, AAGM, BEd
Martin	Paula	Associate Principal Primary (Y2-6)	BA, BEd
Martin	Jessica	Visual Art - HOD	BEd
Martinz	Felicity	Early Childhood Teacher	BEd
McConnell	Amy	Workplace Learning Teacher	BA, GDipEd
McDermott	Elise	Education Support - Teacher Secondary	BEd, MEd
McKenzie	Caitlyn	English - Teacher	BEd
McLachlan	Kane	Digital Technology Teacher	BIT, MTeach
McNamara	Timothy	HASS - Teacher	BA, GDipEd
Melville	Debbie	Early Childhood Teacher	PGCE, DipT
Messina	Robert	Mathematics - HOD	BA (Ed), BEd
Metcalf	Bree	Primary Teacher	BEd
Meyers	Georgia	Health & Physical Education - Teacher Secondary	BEd
Mills	Caitlin	Library and Curriculum Support Services - HOD	BA(Ed)
Morgan	Christopher	ICT - Teacher	BA, GDipEd
Morris	Matthew	Primary Teacher	BEd
Moon	Tara-Lee	Visual Art - Teacher Secondary	BVA
Moore	Julia	English Teacher	BCom, MTeach
Muir	Brett	HASS - Teacher	BA, GDipEd
Mulholland	Pamela	Mathematics - Teacher	BSc, PGCE
Nanon	Kristen	Primary Teacher	BEd
Nederpelt	Vanessa	Primary Teacher	BEd
Norwood	Peter	Science Teacher	BSc, GDipEd
Nuske	Aaron	Primary Teacher	BSc, MTeach
O'Carroll	Deirdre	Home Economics - Teacher	BSc, PGCE
Oldfield	Susan	Primary Teacher	BCom, GDipEd, GDipB, PGCE
Paul	Tracy	Primary Teacher	BA (Ed)
Parsons	Mitchell	Primary Teacher	BA GDipEd
Pattison	Christine	Religious - TIC	BA, GDipEd
Phillips	Clarissa	Primary Teacher	BCom, GDipEd
Pieterse	Nadine	Primary Teacher	BEd
Pillion	Craig	Design & Tech - Teacher	BEd, BA(Ed), GCert Occ S&H

Pragt	Ella	English - Teacher	BA, MTeach
Quinn	Tanya	Director of Teaching and Learning (Y2-6)	BEd
Radacic	Justine	English - Teacher	BComm, GDipEd, MEd
Rados	Natasha	Food Technologies - HOD	BA(Ed), BSc
Read	Brodi	Health & Physical Education - Teacher Secondary	BA(Ed), BSc
Rennie	Nathan	English - Teacher	BA(Ed), BACAA
Rocchi	Benjamin	HASS - Teacher	BSc, GDipEd
Rogers	Paul	Basketball Coach / Health & PE Teacher	BSpSc, GDipEd
Rogers	Yvette	Primary Teacher	BSc, GDipEd
Rowbottam	Ashleigh	Education Support - Teacher Secondary	BBus, GDipEd
Rowe	Andrew	Mathematics - Teacher	BEd
Rowell	Shelley	Director of Pastoral Care (Y2-6)	BCom, GDipEd
Seeber	Jennifer	Science - Teacher	BSc (Hons), GDipEd
Sertis	Michelle	Education Support - Teacher Primary	BA, BEd
Sherring	Brooke	Health & Physical Education - Teacher Secondary	BA (Ed), BSci, GDipEd
Shipley	Mark	Director of Basketball	BCom, GDipEd
Sjepceovich	Sharna	CareerLink & Workplace Learning Coordinator	BA, GDipEd
Smolenski	Tarsha	Dance - Teacher Secondary	BA (Hons), GDipEd
Smyth	Kirsty	Primary Teacher	BA, GDipEd
Squire	Tammy	Sports Coordinator - Primary	BA(Ed), BSc
Tin	Jessie	Languages - Teacher	BA, GDipEd
Tonev	Brooke	Director of Teaching & Learning Middle School	BA, BSocSc, GDipEd, BCom
Tosi	Antonella	HASS - Teacher	BA(Ed), BA
Traynor	David	Health & Physical Education - HOD	BPHE, GDipEd
Tuckwell	Deanna	Early Childhood Teacher	BA, GDipEd, PGCE
Tulloch	Nikki	Early Childhood Teacher	BA(Ed), BEd
Tunley	Annabel	English - Teacher	BA, PGCE
Turner	Cara	Dance - Teacher Secondary	BA Dance, GDipEd
Van Sanden	Heidi	Science - Teacher	Sanden BSc, GDipEd
Vettler	Diane	Information & Communications Technology - HOD	BEd
Wallis	Christina	Associate Principal Senior School	BSc, DipEd
Warren	Rebecca	Education Support - Teacher Primary	BEd
Weaver	Simon	Mathematics - Teacher	BEd
White	Stephanie	Primary Teacher	BEd
Wicks	Simon	Early Childhood - HOD	BA(Hons), PGDipT
Wilkinson	Katie	HASS Teacher	BA(Hons)PGCEd
Zhou	Ping	Mathematics - Teacher	BEng, MPAcc, GDipEd



John Septimus Roe Anglican Community School
A school of the Anglican School's Commission
2 Boyare Avenue, Mirrabooka, WA and
Blackboy Way, Beechboro, WA
+61 8 9247 2242
jsracs.wa.edu.au