

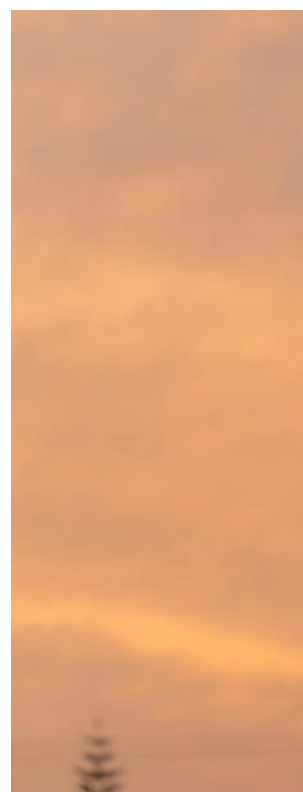
2024

SCHOOL PERFORMANCE INFORMATION REPORT



John Septimus Roe
Anglican Community School

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.

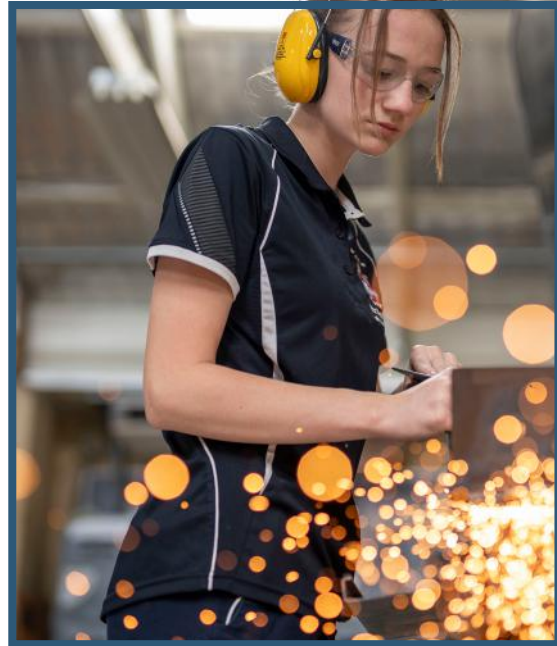


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Who we are

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

JSR 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 JSR, 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, JSR 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.

Today, JSR has an enrolment of 1810 students from approximately 1250 families. At JSR, we prioritise pastoral care as a cornerstone of our educational approach. We firmly believe that by nurturing this aspect of our students experience, 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.



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 principal 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 AngliSchools' 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 School Commission Board.

The School Council plays a vital role in guiding decision-making processes and ensuring accountability within the school community. Their 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 Joshua Forrester
LLB(Hons), BA(Hons)



Miss Amy Jordan
MArch



Fr Luke Hoare
BA(Hons), MIR, PGDipTh



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



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 2024, JSRACS had a total of 287 employees, with 71% of the workforce female and 29% 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	9			22
Teaching	44	26	43	6	119
Music Tutors			9	9	21
Support Staff	51	13	41	13	119
Total	112	51	93	31	287

Team	Women	Men
Executive	50%	50%
Middle Leadership Team	59%	41%
Teaching	73%	27%
Music Tutors	43%	56%
Support Staff	78%	22%
Total	71%	29%



Teaching Staff Qualifications

Doctorate	Masters	Post Graduate Diploma	Bachelor
3	22	62	60

Total: 146

Staff Professional Development

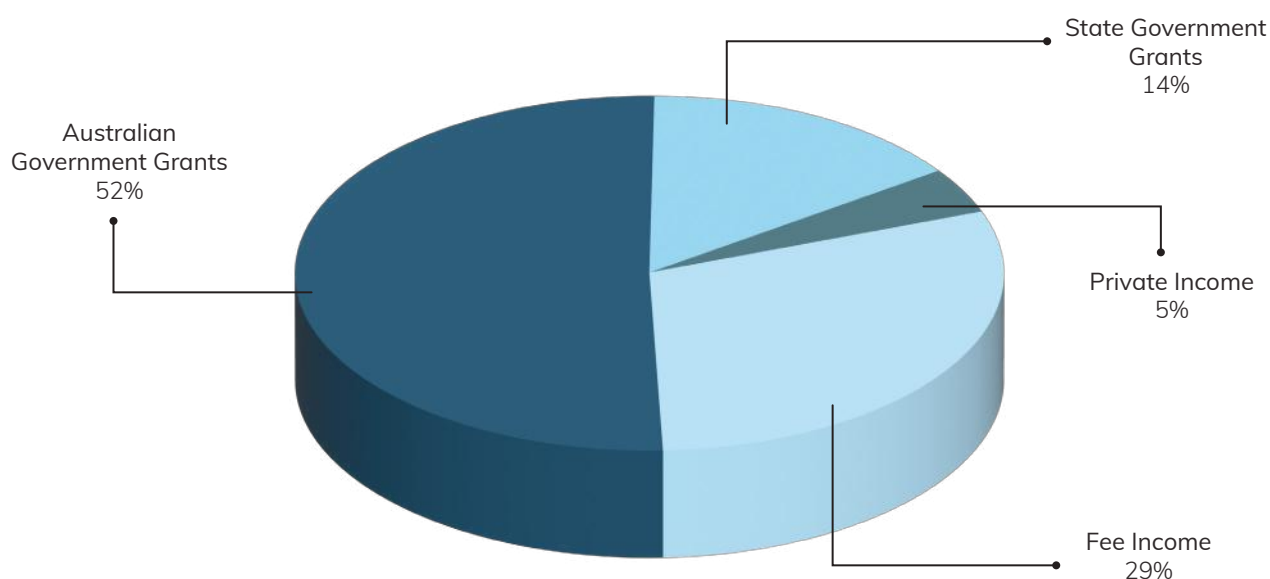
In 2024 there was 100% teacher participation in professional development and learning. A total of approximately \$157,512.60 was spent in this area. This represents an approximate average expenditure of \$1,149.73 per teacher on professional development provided to the School by external providers. It 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 2024 was \$39.5 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 2024, the total enrolment was 1739 students at the School's August census.

The enrolment comprised 694 students in the Primary School and 1045 students in the Secondary School; with an overall gender balance of 51.5% male and 48.3% female students and 0.2% indicated as Other

STUDENT ATTENDANCE

In 2024, the average attendance rate for students at JSRACS was 91%.

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 9:30 am on the day of absence via the absentee line on the school's app, or leave a message on a designated mobile number, or email. 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	93%
1	92%
2	91%
3	92%
4	93%
5	94%
6	93%
7	90%
8	89%
9	89%
10	89%
11	89%
12	90%
Overall Attendance: 91%	



Academic Achievements

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

JSR is proud to report that our students have demonstrated commendable performance across all year levels in the 2024 NAPLAN assessments. These results underscore our commitment to academic excellence and the dedication of our students, teachers, and broader school community.

Our 2024 Average NAPLAN results have been benchmarked against the following comparison groups: Similar Schools Average, State Average, and National Average, with the following observations having been made:

- JSR average results outperformed all comparison groups, across all assessment areas except for the Numeracy assessment of the Year 3 cohort.
- The Year 3 Numeracy average of 404 was on par with the National average, and 1 point behind the Similar Schools average of 405.
- The average delta between JSR results and the comparison groups is lowest in Numeracy (comparison groups average -2.5% across all cohorts) and highest in Writing (average -3.9% behind JSR results across all cohorts).
- The JSR results are closest to the comparison groups in Year 3 Numeracy and furthest ahead in Spelling (average 5.5% and as much as 6.9% vs the Similar Schools result), also for the Year 3 cohort

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.



READING

In 2024, the Reading data shows significant improvement across every year level at JSRACS, with our students outperforming those in similar schools. This positive trend can be attributed to various programs and teaching methodologies that have been effectively integrated into our curriculum.

One key initiative is the “Reading Renaissance,” which was first implemented in 2019. This program has enabled students to access library books online through myON, effectively addressing some challenges associated with online learning during the COVID-19 pandemic.

Additionally, the integration of “Talk for Reading” and “Talk for Writing” has had a notable impact on the Year 3 and Year 5 cohorts, enriching their literacy skills. For students in Years 7 to 9, the introduction of “Education Perfect” has further enhanced their reading and comprehension abilities.

Moreover, we have incorporated dedicated reading time in English classes during each lesson, emphasizing the importance of consistent practice and engagement with texts. Collectively, these initiatives have fostered a strong foundation for literacy development at JSRACS, contributing to our students’ continued success.

	READING																							
	2018				2019				2021				2022				2023				2024			
	J/SRACS	Similar	State	Nat.	J/SRACS	Similar	State	Nat.	J/SRACS	Similar	State	Nat.	J/SRACS	Similar	State	Nat.	J/SRACS	Similar	State	Nat.	J/SRACS	Similar	State	Nat.
Year 3	449	445	423	434	441	457	427	432	432	450	426	437	451	445	428	439	398	413	394	404	412	408	394	404
Year 5	517	524	502	509	522	504	504	506	514	537	505	512	520	517	505	510	497	502	490	496	513	500	486	492
Year 7	552	548	539	542	565	555	546	546	552	554	538	542	556	549	541	543	541	546	534	536	551	546	535	535
Year 9	606	607	589	584	601	606	589	580	594	598	587	578	596	608	586	578	593	589	575	565	594	591	581	565

NUMERACY

In the area of numeracy, the results for Year 3 in 2024 indicate that student performance is one point below that of similar schools. These lower-than-expected results have been consistent over the years, with 2022 being an exception due to an exceptionally strong cohort in mathematics. Based on this data the school has implemented a mathematics program in the early years to align with the current initiatives that are successfully enhancing reading and writing skills. The anticipated

implementation of the Whole School Approach to Numeracy in 2025 is also expected to contribute positively in this area in the coming years.

In contrast, students in Years 5, 7, and 9 are outperforming their peers in similar schools, with the exception of Year 5 in 2021. This trend of superior performance has been consistently maintained.

	NUMERACY																							
	2018				2019				2021				2022				2023				2024			
	JSRAC S	Similar	State	Nat.	JSRAC S	Similar	State	Nat.	JSRAC S	Similar	State	Nat.	JSRAC S	Similar	State	Nat.	JSRAC S	Similar	State	Nat.	JSRAC S	Similar	State	Nat.
Year 3	414	403	403	408	407	415	405	408	388	405	395	403	416	398	395	400	404	410	401	406	404	405	400	404
Year 5	500	494	490	494	506	485	492	496	494	506	489	495	498	496	487	489	489	485	484	488	504	491	486	489
Year 7	562	556	549	548	573	567	558	554	570	559	549	551	568	557	549	547	549	549	539	538	559	545	541	540
Year 9	629	611	602	596	613	611	602	592	602	602	596	588	608	607	595	585	603	587	581	568	595	581	581	565

WRITING

In the area of writing, John Septimus Roe Anglican Community School (JSRACS) has significantly outperformed similar schools across Years 3, 5, 7, and 9 in 2024. However, it is important to highlight that the 2023 Year 5 results, which now represent the current Year 6 cohort, showed underperformance, falling below the national average. This trend indicates a need for close monitoring of this group as they transition into Year 7 in 2025.

On a positive note, the current Year 5 cohort is excelling notably, with JSRACS scoring an average of 508 compared to 486 for similar schools. This demonstrates a strong performance that we aim to build upon in the coming years.

	WRITING																							
	2018				2019				2021				2022				2023				2024			
	JSRACS	Similar	State	Nat.	JSRACS	Similar	State	Nat.	JSRACS	Similar	State	Nat.	JSRACS	Similar	State	Nat.	JSRACS	Similar	State	Nat.	JSRACS	Similar	State	Nat.
Year 3	428	399	400	407	432	431	420	423	421	431	426	425	438	419	419	423	437	417	411	417	432	414	411	416
Year 5																								
	488	459	460	465	497	460	471	474	494	501	481	480	494	482	480	485	482	473	478	483	508	486	480	485
Year 7																								
	538	508	505	505	524	526	513	513	539	529	527	522	549	533	527	531	552	535	531	534	556	548	540	540
Year 9																								
	582	568	551	542	583	573	558	549	574	575	564	551	578	582	565	561	594	582	573	567	608	591	586	574

SPELLING AND GRAMMAR AND PUNCTUATION

In the areas of spelling, punctuation, and grammar, the 2024 results clearly show that John Septimus Roe Anglican Community School (JSRACS) has outperformed both similar schools and national averages. This outstanding achievement is a reflection of the successful implementation of specific programs that target these essential skills.

Among these programs are "PLD" (Promoting Literacy Development), which provides structured materials and support to enhance literacy skills; "Talk for Writing," a creative approach that encourages students to develop their writing abilities through storytelling techniques;

and "Education Perfect," an online learning platform that offers interactive resources and assessments designed to reinforce spelling and grammar skills.

The positive outcomes from these targeted initiatives underscore our commitment to enhancing literacy instruction and demonstrate the effectiveness of our focused strategies in fostering student success. As we continue to build on this strong foundation, we are excited to see further improvements in our students' writing capabilities.

	SPELLING																							
	2018				2019				2021				2022				2023				2024			
	JSRACS	Similar	State	Nat.	JSRACS	Similar	State	Nat.	JSRACS	Similar	State	Nat.	JSRACS	Similar	State	Nat.	JSRACS	Similar	State	Nat.	JSRACS	Similar	State	Nat.
Year 3	441	429	411	418	424	433	412	419	428	429	410	421	452	426	414	418	427	410	399	404	420	391	398	401
Year 5	523	498	500	503	523	490	500	501	520	521	503	505	524	515	505	505	501	488	488	490	514	489	487	490
Year 7	568	549	545	545	559	552	547	546	562	554	547	549	569	559	549	548	554	545	542	539	564	550	544	540
Year 9	602	601	586	583	599	604	587	582	591	605	583	580	593	594	581	577	596	582	572	568	590	576	572	567





Year 12 Results

PATHWAYS

6

Pathways
Available

2024



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

135 students achieved WACE
(142 eligible students - 95.07%)

95.07%

Achieved their WACE



ATAR 2024

JSRACS achieved a median ATAR of 85.80 in 2024, being the Highest Median ATAR achieved in all Schools that are part of AngliSchools

90⁺
34%

80⁺
68%

70⁺
90% < 70
10%

CERTIFICATE PATHWAY

The School had 10 Year 12 students who successfully completed a Certificate II qualification, 43 Year 12 students who achieved a Certificate III qualification and 18 Year 12 students who achieved a Certificate IV qualification.

TOP SCHOOL COURSES

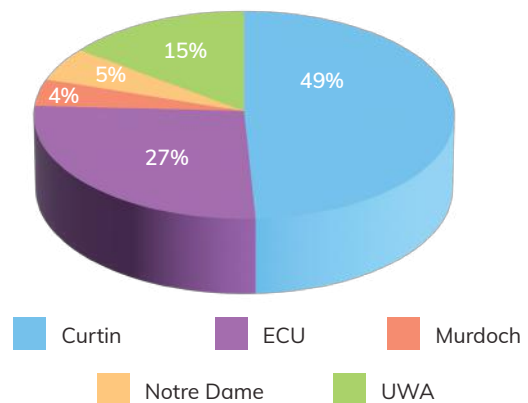
JSRACS was named in the top schools (based on the percentage of students in the top 15 per cent in a subject across the State) for Literature.



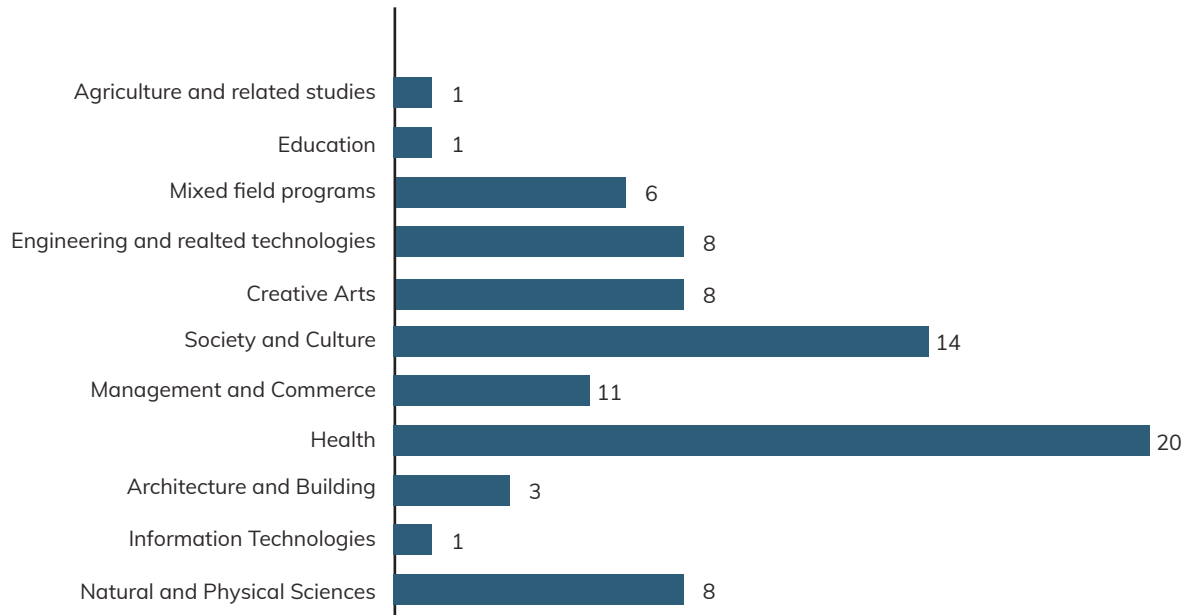
Student Destinations

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 2024.



UNIVERSITY OFFERS BY FIELD OF EDUCATION



Support for Students

At John Septimus Roe Anglican Community School, we prioritise academic support for all students with a comprehensive and tailored learning program. Our dedicated staff participates in ongoing training to develop Individual Education Plans (IEPs) and adjust teaching strategies to meet the unique needs of each student. This ensures that every child receives the targeted assistance necessary to thrive academically and reach their full potential.

In addition to our classroom strategies, we provide further support through the Education Support Services (ESS) Team. This team is dedicated to helping students who face challenges in accessing the curriculum

appropriate for their year group. They offer both in-class support and withdrawal programs focusing on Literacy and Numeracy.

Moreover, our commitment to holistic student support extends beyond academics. We have invested significantly in enhancing our support framework by employing specialised professionals, including a Speech Pathologist, an Occupational Therapist, a Social Worker, and two Psychologists. These professionals collaborate closely with our Executive Team, teaching staff, and support teams to effectively address academic challenges as well as social, emotional, and developmental needs.



Through this interdisciplinary approach, we create a cohesive and comprehensive support system that benefits every student within our school community. Our dedication to fostering an inclusive and nurturing environment ensures that all students have the opportunity to succeed.



Community Engagement & School Satisfaction

In 2019, John Septimus Roe Anglican Community School (JSRACS) collaborated with researchers from Edith Cowan University (ECU) School of Education to investigate the factors influencing student attraction and retention. This research was conducted by way of an online community survey, including an invitation for all stakeholders to be interviewed in small groups across the community. Due to the success of this initial study, ECU was invited to conduct a similar community survey for JSRACS in Term Four of 2024.

The research employed online surveys and focus group discussions. Surveys were distributed to JSRACS students, parents, and staff to assess their views on various aspects, including:

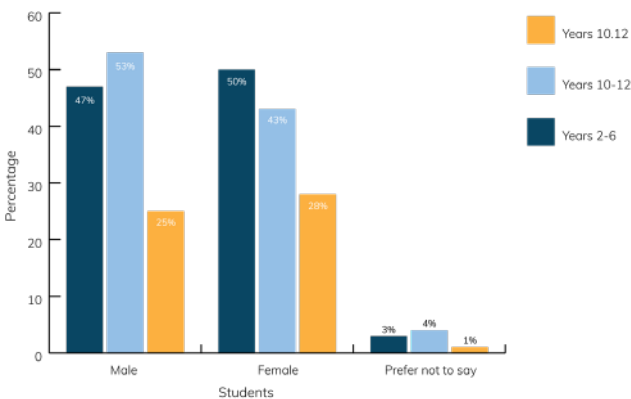
- Teaching and Learning
- Student Well-being
- School Facilities
- Staff, Leadership, and Governance
- School Communications
- Quality of Education/Value for Money (parents only)

Quantitative (survey) data was collected from 1,065 students, 245 parents, and 85 staff members. Qualitative data was collected through 8 focus groups with students, parents or staff members. All participants had the opportunity to share their experiences and suggestions for improvement

PARTICIPATION

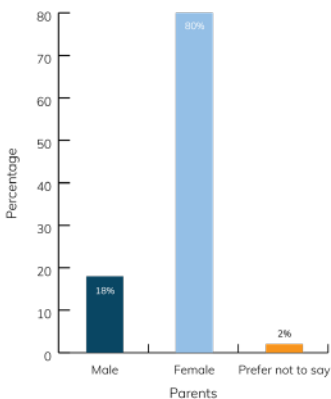
STUDENTS

Students from Years 2-12 participated in the study. Of the 1065 students overall, 525 (49.3%) were male, 506 (47.5%) were female and 34 (3.2%) preferred not to answer. By school grouping, 383 (36.0%) of students were in Years 2-6, 41.5% of students were in Years 7-9 and 22.5% of students were in Years 10-12.



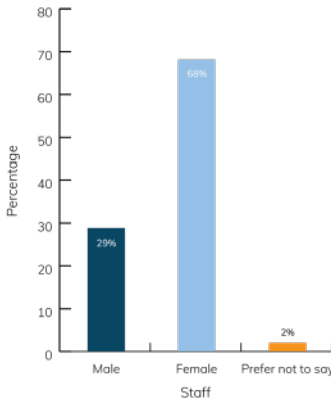
PARENTS

245 Parents from PreK-Year 12 participated in the study. Most (91.8%) had two or less children at the school. The largest representation of parents in the survey was from Years 7-9 (34.9%), followed by Years 2-6 (28.2%).



STAFF

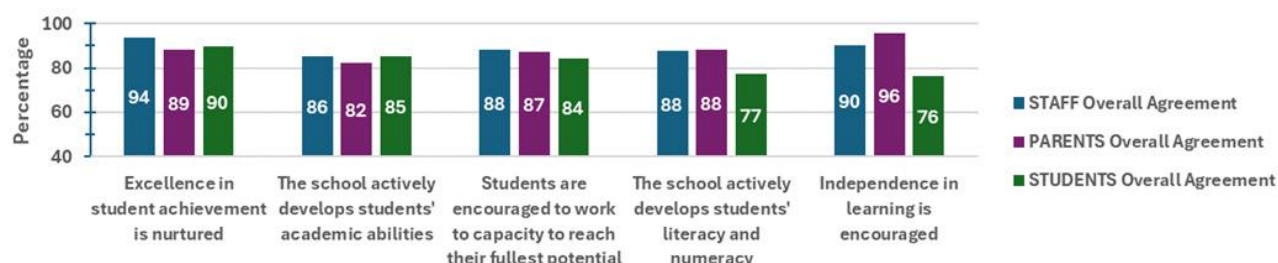
85 Staff members participated in the study. Almost half (47.1%) of staff were secondary teaching staff, one-quarter were primary teaching staff (24.7%) and the remainder were administrative staff (28.1%).



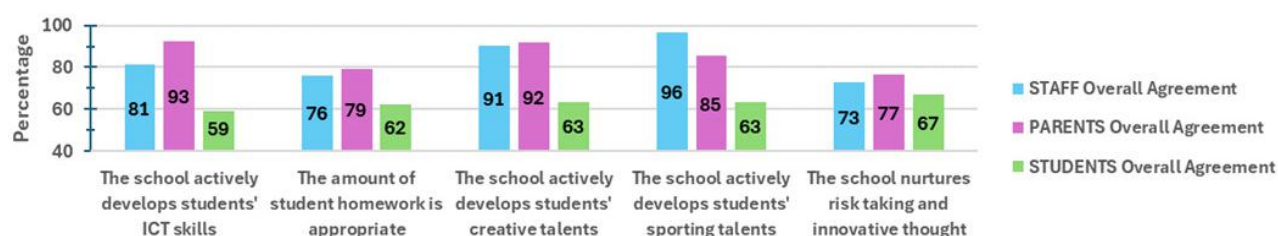
TEACHING AND LEARNING

The student survey covered 15 aspects of teaching and learning at JSRACS. The parent and staff surveys had an additional item relating to whether the school caters for individual needs and provides support or extension where needed. The following figures show the top and bottom five responses for students for all groups for overall agreement and importance responses, followed by selected free text comments about teaching and learning. Full details provided in Appendix 1.

Comparison of TOP 5 staff, parent and student teaching and learning statements - Agreement



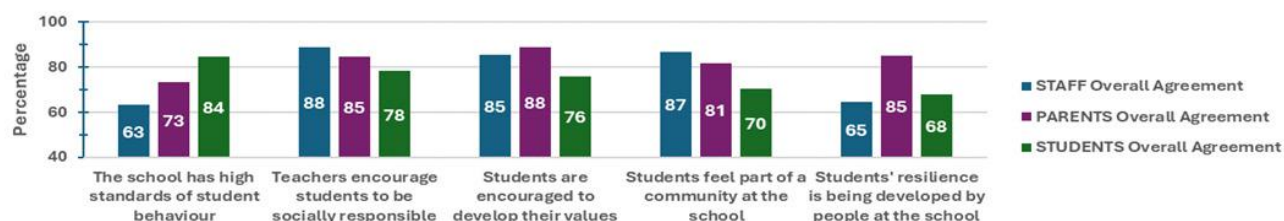
Comparison of BOTTOM 5 staff, parent and student teaching and learning statements - Agreement



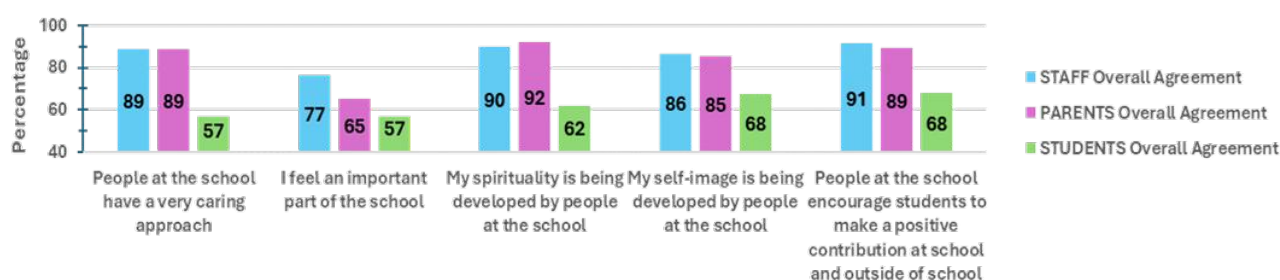
STUDENT WELLBEING

The student survey included 10 items relating to student well-being. The parent and staff surveys had five additional items, including whether their relationship with the school is valued and teacher commitment to the development of students' spirituality, well-being, and academic improvement. The following figures show the top and bottom five responses for students for all groups for overall agreement and importance responses, followed by selected free text comments about student well-being. Full details provided in Appendix 2.

Comparison of TOP 5 staff, parent and student well-being statements - Agreement



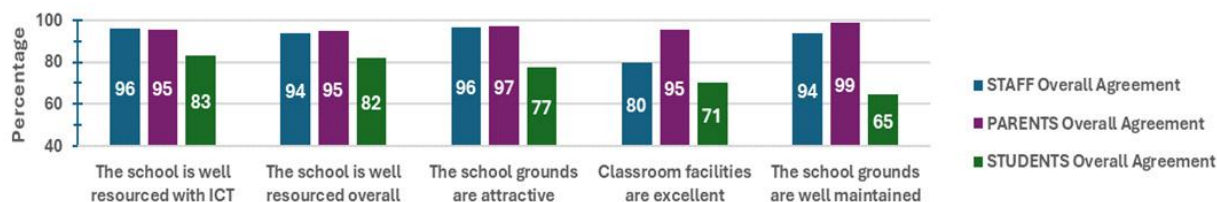
Comparison of BOTTOM 5 staff, parent and student well-being statements - Agreement



SCHOOL FACILITIES

The surveys for parents and staff included six items relating to school facilities. The student survey had only five items since it did not attempt to canvass students' views about the JSRACS strategic building program. The five items asked of all groups are shown below.

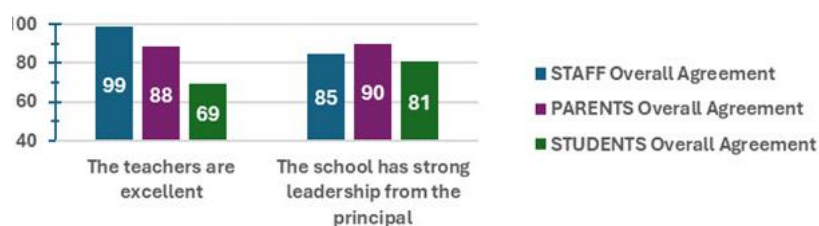
Comparison of staff, parent and student school facilities statements - Agreement



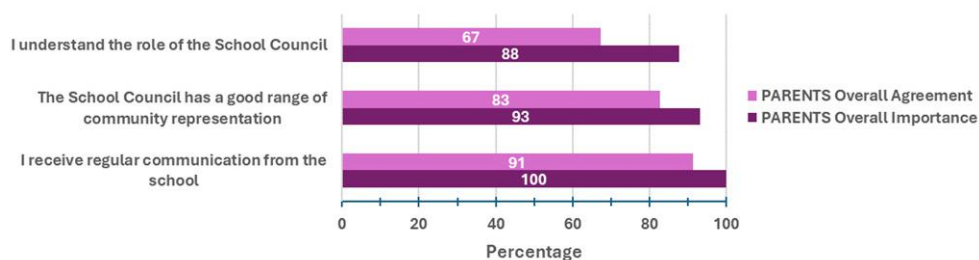
STAFF, LEADERSHIP AND GOVERNANCE

Only two survey questions about staff, leadership and governance were the same for all three stakeholder groups, reflecting the different roles, interests and needs of students, parents and staff. Below, the two items are compared and remaining items are then shown separately.

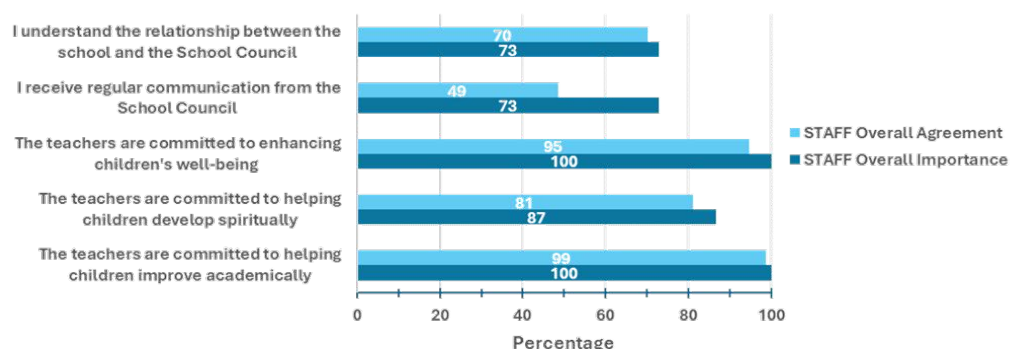
Comparison of staff, parent and student staff, leadership about student well-being & governance



Parent responses for staff, leadership & governance statements – Agreement & Importance



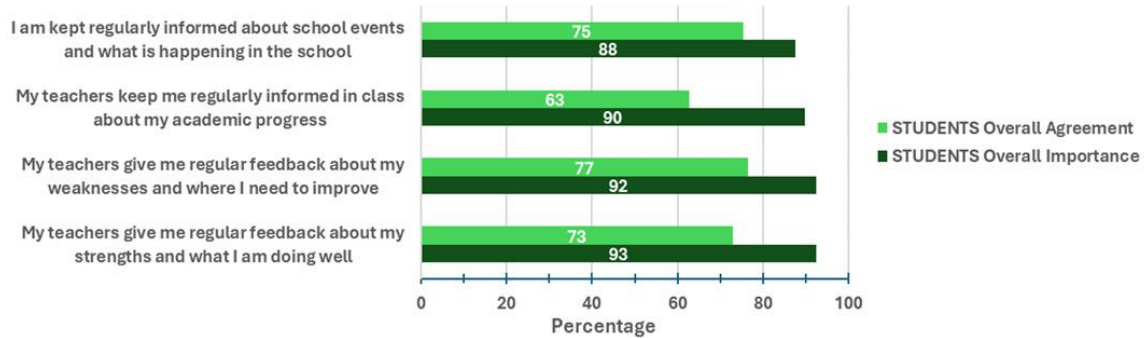
Teacher responses for staff, leadership & governance statements – Agreement & Importance



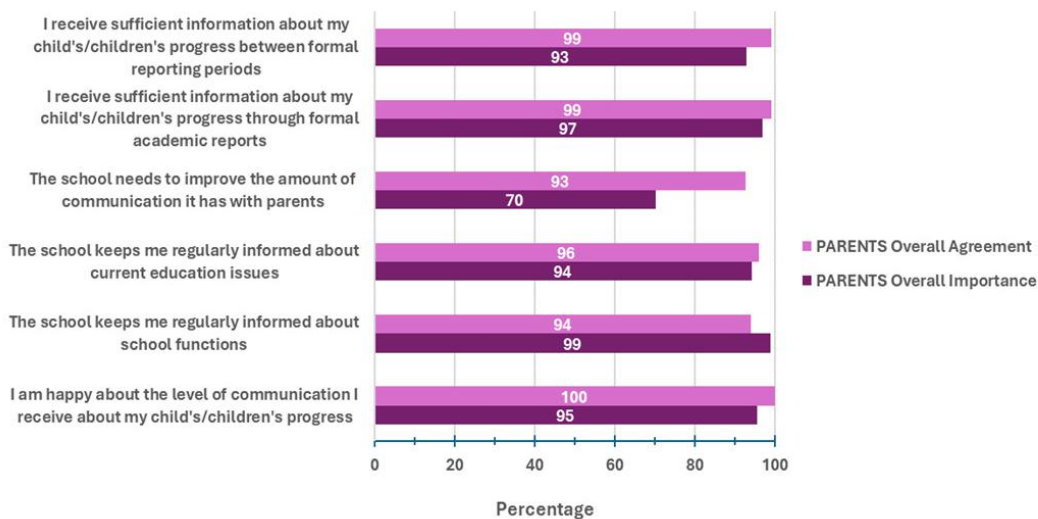
STUDENT COMMUNICATION

The student and staff surveys each had four items relating to school communications. The parent survey covered six items. Since most of the items were worded differently to reflect the differing roles, needs and interests of the stakeholder groups, results are presented separately for each group

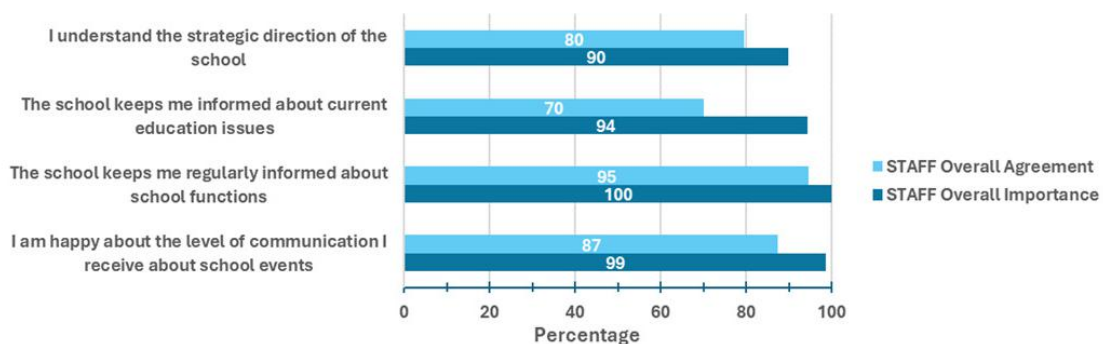
Student responses for school communications statements – Agreement & Importance



Parent responses for school communications statements – Agreement & Importance



Teacher responses for school communications – Agreement & Importance



SUMMARY COMMENTS

The interim results for the March 2025 study at JSRACS involved a comprehensive survey of students, parents, and staff. The study included 1065 students from Years 2-12, with a nearly equal gender distribution. Parents of students from PreK-Year 12 (n=245) and 85 staff members also participated.

The survey results covered teaching and learning, student well-being, school facilities, leadership, governance, and communication:

- Teaching and learning reported generally very good results and identified ICT skills, homework, risk-taking and students' non-academic pursuits as areas for improvement.
- Student well-being reported a wide range of results and indicating that children's personal sense of well-being has a number of areas for attention. Nevertheless, students reported they usually felt connected to their school and teachers.
- School facilities and environment were considered very good by all groups.
- Staff, leadership and governance reported overall that teachers were excellent, although to a lesser extent by students. While regular school communication was present, there is a general lack of knowledge about the School Council. All groups reported that the principal's leadership of the school was excellent.
- School communication reported mixed results, with the frequency of communication being high, but with parents and students reporting they would like to be better informed about upcoming school activities and student progress.

Sentiments varied, with positive feedback on supportive staff and teaching quality, but concerns about class sizes, behaviour management and communication issues were noted. Overall, the study provided valuable preliminary insights into the school community's experiences and areas for improvement. The final report which is due in June 2025, will provide detailed results that build on those presented herein and recommendations for future consideration by the School Council and the School leadership team.



Teaching Staff

(1/1/2024 – 31/12/2024)

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 S Holliday

Directors

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

Director of Teaching and Learning (Yr 7 - 9): Mrs C Brown

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

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

Director of Primary: Mrs I Knight

Director of Early Learning (Pre Kindy - Yr 1) Mr S Wicks

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
Ameduri	Amy	Early Childhood Teacher	BEd
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
Briggs	Keith	HASS - Teacher	BA, GDipEd
Brodie	Simon	Primary Teacher	BA(Ed), BEd, MACE
Brown	Beverley	Visual Art & Media - HOD Acting	MEd, BEd, DipT
Brown	Candice	Director of Teaching and Learning - MSchool	BEd, BA
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	BEd
Comrie	Sarah	Primary Teacher	BEd

Connell	Katie	Primary Teacher	BEd
Cook	Brendon	Languages – HOD	BA, GDipEd
Cook	Jordie	MediaTeacher	BJourn, MTeach
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), BEd
Davies	Christine	Early Childhood Teacher	BEd
De Joux	Dr 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
D'Mello	Rykiel	Mathematics Teacher	BCom, GDipEd
Dobson	Matthew	Health & Physical Education - Teacher Primary	BEd
Dundo	Anthony	Mathematics Teacher	BEd
Edmunds	Heath	Design & Technology - HOD	BA (Ed)
Egan	Michelle	Teacher Responsible for Media	BA, GDipEd
Eghobamien	Osamudiamie	HASS Teacher	BCom, GDipEd
Fayers	Shari	Early Childhood Teacher	BA, GDipEd
Funston	Chantelle	Library Teacher	BEd
Garbin	Caroline	Early Childhood Teacher	BEd
Giai	Dr Carla	Science Teacher	BSc, PGCE, Mteach, PhD
Glenn	Vanessa	Education Support Teacher Early Childhood	BA, BEd
Graham	Christopher	English Teacher	BA, GDipEd, MA
Gratteri	Georga	Associate Principal Early Childhood (PKG - Y1)	BA (Ed) MEd
Gray	Ethan	English Teacher	BMedia&Comms, GDipTeach
Griffiths	Elizabeth	Early Childhood Teacher	BEd
Hackett	Tara	Early Childhood Teacher	BEd
Haining	Marilyn	Library Teacher	BEd
Hales	Sean	Design & Tech Teacher	BA(Ed), BA(Design)
Hall	Drew	Director of Teaching & Learning Senior School	BSc, PGCE, MEd
Hannam	Thomas	HASS Teacher	BEd
Haralambakis	Sasha	Primary Teacher	BEd
Hardingham	Sarah	English Teacher	BEd
Helm	Jessica	Primary Teacher	BEd
Hou	Gabrielle	Languages Teacher Secondary	BEng (Mech), MTeach
Howting	Sharyn	Science Teacher	BSc, GDipEd
Hughes	Vanessa	Early Childhood Teacher	BEd, GCertEd
Hyland	Kelly	Early Childhood Teacher	BEd
Jean-Louis	Audrey	Mathematics Teacher	BEd, DipTeach
Jones	Mark	Design & Tech Teacher	GDipEd, BTh
Kelly	Dale	English - HOD	BA, PGCE
Kelly	Leah	Religious Studies - Teacher	BEd
Kenworthy	Dana	ICT Teacher	BComms(Photomedia), GDipEd
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)
Krahner	Barbara	Food Technology Teacher	MTeach, GDipEd
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
Leone	Alexia	English Teacher	BEd
Leotta	Mary-Anne	Music Teacher	BMusic, GCertEd, MTeach
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
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
Norwood	Peter	Science Teacher	BSc, GDipEd
Nuske	Aaron	Primary Teacher	BSc, MTeach
O'Carroll	Deirdre	Home Economics - Teacher	BSc, PGCE
Oliver	Liam	ICT Teacher	BAppSc, GDipEd
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
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
Rowbottom	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
Stacey	Davina	English Teacher	BA, GDipEd
Tin	Jessie	Languages - Teacher	BA, GDipEd
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
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
Webb	Lisa	RE Teacher	BTh, GDipEd
Weyell	Ashleigh	PrimaryTeacher	BEd, MEd
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



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