



PETER MOYES
ANGLICAN COMMUNITY SCHOOL

SCHOOL PERFORMANCE INFORMATION

2025



I Belong - Everyone Matters - Together We Achieve

Overview of 2025



It is an honour to provide an introduction for the School Performance Report of Peter Moyes Anglican Community School (PMACS). 2025 was a year of extraordinary achievements - a testament to the resilience, dedication, and spirit of our remarkable students and staff.

In 2025, Peter Moyes Anglican Community School marked a significant milestone as we celebrated our 25th Anniversary. From modest beginnings in 2000, the School has grown into a flourishing centre of educational excellence, guided by the Anglican ethos and pioneering spirit of its namesake, Peter Moyes. Over a quarter of a century, thousands of students have been nurtured by dedicated staff, supported by families, and shaped by a community committed to faith, service and character. Starting with 246 students across K-6, the School is now approaching its highest ever enrolment with over 1500 students now enrolled across PK-12.

A highlight of our anniversary year was the retrieval of the School's original time capsule, buried shortly after the School opened. Located beside the Allan Shaw Centre and retrieved in July, its contents offered a vivid snapshot of the School's earliest days. Restored and shared with the community, the capsule served as a powerful reminder of how much has changed over 25 years. A new time capsule, prepared by students and staff has been buried alongside the original, to be opened in 2050.

The anniversary year was also marked by many moments of shared joy and connection, including a whole-school attempt to break the world record for the most people wearing conical party hats, and the 25th Anniversary Gala Dinner, which brought together members of the School community past and present to reflect on the journey so far. Another significant milestone was the launch of Cowan House, the School's sixth and final House.

A key focus for the School over the past 12 months has been the development of a new Master Plan to guide the long-term growth of Peter Moyes Anglican Community School. This strategic blueprint reflects our commitment to thoughtful, sustainable development and ensures that our facilities continue to support high-quality teaching, learning and wellbeing.

Shaped by careful consultation and future-focused planning, the Master Plan has been formally approved by AngliSchools and provides a clear framework for the evolution of learning spaces, recreational areas and infrastructure, enabling the School to meet the needs of current and future generations while remaining true to our values and educational vision.

Alongside the development of the Master Plan, the School has finalised its next Strategic Plan, Boorda Woolbirniny 'Shaping the Future'. Grounded by the School's mission and values, our new plan has five key Pillars: Faith, Excellence, Opportunities, Sustainability and Partnerships. The new plan is both aspirational and purposeful, positioning PMACS to respond confidently to a changing educational landscape while remaining true to its enduring ethos.

As the School looks ahead, it does so with confidence grounded in strong foundations, enduring traditions and deeply held values. Guided by our motto, Act Justly and Honour God, Peter Moyes Anglican Community School continues its journey with optimism, knowing that its story is still unfolding. The following pages offer a snapshot of life at Peter Moyes Anglican Community School. I invite you to learn more by visiting our [website](#), engaging with our social media channels: [Facebook](#), [Instagram](#) and [LinkedIn](#) or by booking a [tour](#).

Benjamin Lomas
PRINCIPAL



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About the School



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

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

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



Disclaimer: The information contained in the School Performance Information is provided with the aim of meeting the requirements of the Schools Education Act 2013 and the School Education Regulations 2014 subsection H. The information provides a statistical overview of some of the major elements of the School's daily operations. However, such information does not provide a full and accurate summary of the various activities and achievements of our staff and students. To this end, we encourage all viewers of this report to refer to the School's Prospectus and other information available on our website to further appreciate the ethos and offerings of the School.



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Summary of Year 12 Results



Year 12 Class of 2025

Summary of Year 12 Results

Of the 107 students in the 2025 Year 12 cohort, 53 (49.5%) students were studying at least four courses that led to an Australian Tertiary Admissions Rank (ATAR). Pleasingly, 27 students gained an ATAR ranking of 80 or more, with nine students gaining an ATAR of 95 or above. Regarding the students on an ATAR pathway, the following collective results were achieved:

- 17% gained an ATAR of 95 or higher
- 28% gained an ATAR of 90 or higher
- 64% gained an ATAR of 75 or higher

The School's Median ATAR was 80.6 and the highest ATAR achieved by a PMACS student was 98.75.

Furthermore, 100% of the cohort achieved their WACE and successfully fulfilled their Literacy and Numeracy requirements (OLNA), demonstrating the successful intervention that was prioritised at the beginning of 2025.

Looking forward, the School continues to intentionally interrogate data to improve student outcomes. Strategic goals will be put in place to ensure all students have every opportunity to successfully reach their potential and be placed on the most appropriate path to ensure these outcomes.



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The "95 Club"



Congratulations to our 2025 Leavers whose released results highlighted their hard work and diligence in their final year of schooling. The cohort was led by the following high-flyers whose names will now be immortalised on the '95 Club Honour Board' in the School:



Evelyn Sullivan



Samuel Williamson



Juliette Hodgson



Oscar Gray



Beth Kilgallon



Max Harwood



Michael Lysenko



Angus McLean



Sophie Ashurst

THE 95 Club



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Certificates of Distinction

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



Sophie Ashurst



Max Harwood



Juliette Hodgson



Lucy Horton



Beth Kilgallon



Bailey Neale



Evelyn Sullivan



Gemma Vine



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Certificates of Merit



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

The following students in the cohort received Certificates of Merit:



William Bagnall



Gryffyth Barrett



Kate Collins



Angela Garvey



Oscar Gray



Chloe Grissel



Amelia Hinton



Michael Lysenko



Angus McLean



Siobhan Murphy



Gabriel Robinson



Ravina Sehmi



Macey Shaw



Samuel Williamson



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WACE Pathways & VET

WACE Pathways

PMACS bucked the trend of declining ATAR numbers in 2025 with 49.5% of the cohort studying four or more ATAR Courses (the highest percentage in the AngliSchools system). This is a 15% increase from 2024. Whilst the School aims to cater to the needs and passions of our students, we continue to focus our attention to best informing families of the options that are available for study. 2026 will see an additional ECU Endorsed UniPrep class with increasing student enrolments indicative of the popularity of alternative university pathway.

Vocational Education Training (VET)

The School saw a range of enrolment into Vocational Education Training (VET) certificates for the cohort of 2025 from Years 10-12. Enrolment into our embedded courses in Year 12 continues to be strong. The offerings of students in the area of Sport, Business, Music and Creative Industries saw 14 students (13%) enrolled in a Certificate Course. 20 students achieved full completion of their VET courses, representing 18.86% of the cohort. Of this group, sixteen (16) students studied a Certificate II, three (3) students studied a Certificate III and one (1) student studied a Certificate IV.

VET Certificate Courses

Certificate II	Certificate III	Certificate IV
Construction Pathways	Basic Health Care	School Based Education Support
Creative Industries	Make-Up	
Music	Retail	
Retail Cosmetics		
Sport and Recreation		
Workplace Skills		



ATAR Comparisons



<i>AngliSchools</i>	Number of eligible Year 12 Students	Number of students with an ATAR	Percentage of students with an ATAR	Median ATAR
St George's AGS	74	35	47.3%	87.95
Swan Valley ACS	83	27	32.5%	87.80
Georgiana Molloy AS	86	42	48.8%	86.68
St James' ACS	61	13	21.3%	86.50
St Mark's ACS	176	82	46.6%	86.15
John Wollaston ACS	88	24	27.3%	84.75
Peter Moyes ACS	107	53	49.5%	80.60
Frederick Irwin AS	129	58	45%	80.08
John Septimus Roe ACS	179	65	36.3%	79.70
Peter Carnley ACS	66	23	34.8%	75.65
Esperance ACS	25	8	32%	70.90
AngliSchools	1074	430	40.03%	83.3

Peter Moyes Anglican Community School also received recognition for three courses that were awarded 'Course Leader': Physical Education Studies, Health Studies and Religion and Life. All three courses had over 10 students enrolled and achieved in the top 15% of all students in the State for that course. Further to this, all three Courses were ranked first in the System for the highest cohort achievements.



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Post School Destination

54 (51%) students from the 2025 cohort have gained direct access to University and a further 11 are enrolled in TAFE and Vocational Study. 22 (20.7%) students have gone directly into the workforce, and 19 (17.9%) students are engaging in activities such as Pilot Programs, Camp America, Endorsed programs and travelling.

Interestingly, two of the 95 Club students have elected for a 'gap year' of work and travel whilst 15 (55.5%) of our UniPrep students have gained direct entry to University. The remaining students in this UniPrep course have gone onto VET courses or working, supporting the alternate route to University studies.



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Summary of Other Results



OLNA Testing

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

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

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

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

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

The summary of students over time shows a variation of total numbers related to the number of students in each cohort and between rounds depending on movement of students in each cohort. For each OLNA testing round within cohorts, there are two Windows, A or B available for students to sit the tests.





Summary of Other Results

OLNA Historical Data

The table below indicates the number of students at each round who were yet to demonstrate the required minimum standard in Literacy and Numeracy for the WACE. It summarises the number of students required to sit OLNA in each Round.

	CLASS OF 2027			CLASS OF 2026			CLASS OF 2025			CLASS OF 2024		
	N	R	W	N	R	W	N	R	W	N	R	W
Size of Yr 10 Cohort	156	156	156	97	97	97	106	106	106	135	135	135
Yr 10 End of Win 1	26/156	15/156	22/156	57/97	44/97	49/97	24/106	14/106	15/106	19/135	7/135	12/135
Yr 10 End of Win 2	10/156	7/156	7/156	32/97	14/97	16/97	9/106	4/106	5/106	12/131	4/131	1/131
Yr 11 End of Win 1				11/97	7/97	7/97	7/106	4/106	4/106	3/96	0/96	0/96
Yr 11 End of Win 2				0/97	3/97	3/97	3/106	0/106	0/106	3/93	0/93	1/93
Yr 12 End of Win 1							1/106	0/106	0/106	3/92	0/92	1/92
Yr 12 End of Win 2							0/106	0/106	0/106	2/91	0/91	0/91
End of Year 12 number below standard							0	0	0	2	0	0



ATAR Improvement Action Plan 2026-2027



Strategic Priority 1: Pathway Integrity & Early Intervention

Actions

- Implement formal 'checkpoints' of ATAR Pathway at the following times:
 - Subject Selection – Year 10
 - Mid-Year – Year 11
 - End of Year – Year 11 (Final checkpoint in consultation with HOS/Principal approval)
- Explore the use of an ATAR Prediction process
- Letter of ATAR prediction provided Semester One Year 11

Success Indicators

- Reduction in students with ATAR <70
- Increased student satisfaction with pathway decisions
- Clear documentation of pathway counselling decisions

Strategic Priority 2: Course Scaling & Subject Counselling

Actions

- DOTL awareness of combination of courses. Include and upskill this in counselling.
- Require leadership approval for high-risk ATAR course suites.
- Traffic Light process to illustrate the longitudinal evidence of course performance. Course on notice to inform future viability of the Course.

Success Indicators

- Fewer students enrolled in structurally weak ATAR combinations
- Improved alignment between course selection and outcomes
- Reduced extreme scaling effects

Strategic Priority 3: Assessment Accuracy & Teacher Calibration

Actions

- Identify courses with large school vs exam mark discrepancies.
- Establish small-group moderation mandates:
 - Task design
 - Marking accuracy
 - WACE standard alignment
- Continue Data meetings with HOS, DOTL, HOD and Teacher with more targeted focus based on data.
- Look to introduce mentoring for specific staff to enhance teaching and learning.

Success Indicators

- Reduced variance between school and exam marks
- Improved teacher confidence in assessment judgements
- More reliable predictive data for intervention decisions

Strategic Priority 4: High-Leverage ATAR Uplift (70–80 Band)

Actions

- Identify a target cohort at the start of Year 12.
- Teacher-HOD awareness of students in this bracket – explicit Uplift strategies:
 - Exam strategy coaching
 - Subject-specific tutoring
 - Explicit feedback cycles tied to exam criteria

Success Indicators

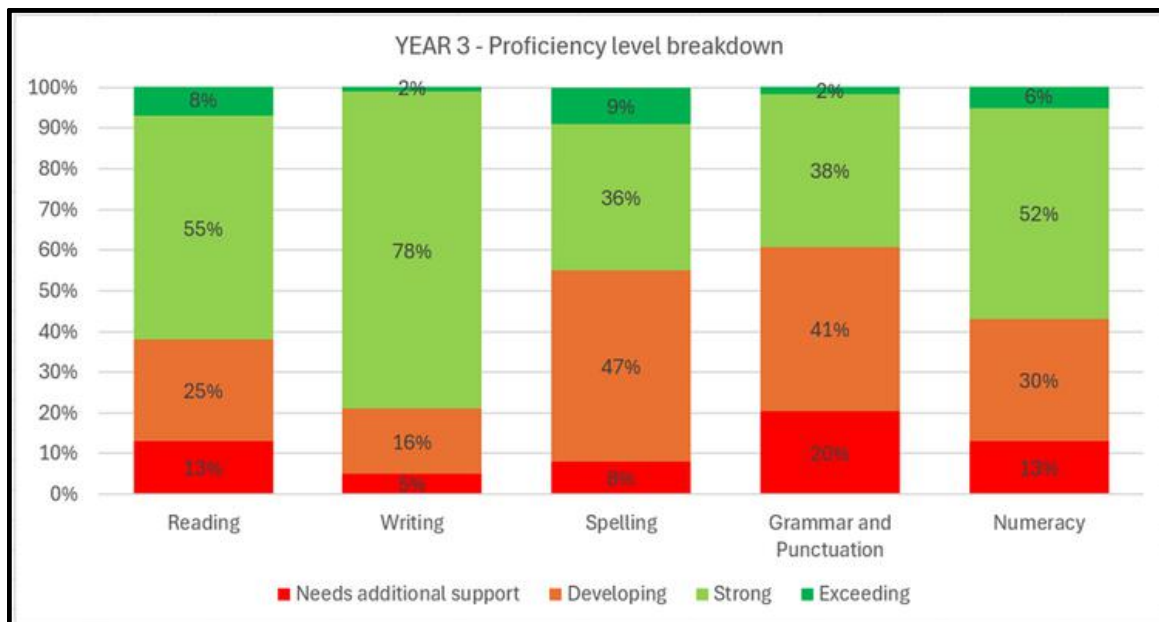
- Increased proportion of students achieving ATAR 80+
- Improved median ATAR
- Expanded tertiary options for targeted students



YEAR 3

PMACS Average score comparison to State and National

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



Year Group	PMACS MEAN	NATIONAL MEAN	WA STATE MEAN	ANGLISCHOOLS MEAN
Reading	373	402	392	394
Writing	406	414	407	413
Spelling	382	405	396	397
Grammar & Punctuation	376	408	398	401
Numeracy	391	405	397	398

Overall, the Year 3 results show pleasing strength in Writing, Reading, and Numeracy, with most students achieving within the Strong or Exceeding proficiency bands. Writing is a particular highlight, with 80% of students demonstrating solid or high levels of achievement. Reading and Numeracy also show positive trends, with more than half of students performing strongly.

The areas of Spelling and Grammar and Punctuation indicate greater variability, with a higher proportion of students in the Developing and Needs Additional Support bands.

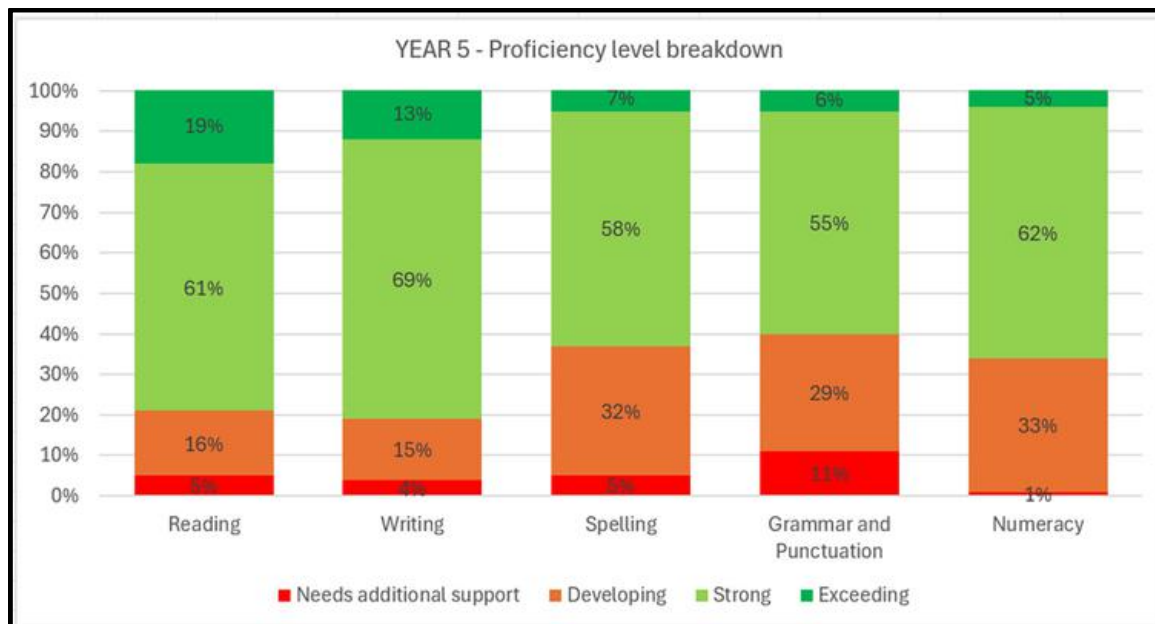
These results suggest that further focus on explicit instruction in language conventions would be beneficial.



YEAR 5

PMACS Average score comparison to State and National

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



Year Group	PMACS MEAN	NATIONAL MEAN	WA STATE MEAN	ANGLISCHOOLS MEAN
Reading	495	492	486	492
Writing	497	480	474	488
Spelling	473	487	487	487
Grammar & Punctuation	483	497	493	495
Numeracy	483	492	488	495

The Year 5 results show strong overall achievement across most learning areas. The majority of students are performing within the Strong or Exceeding proficiency levels in Reading (80%), Writing (82%), and Numeracy (67%), indicating a solid foundation of core literacy and numeracy skills. Reading is a particular highlight, with almost one in five students exceeding expectations.

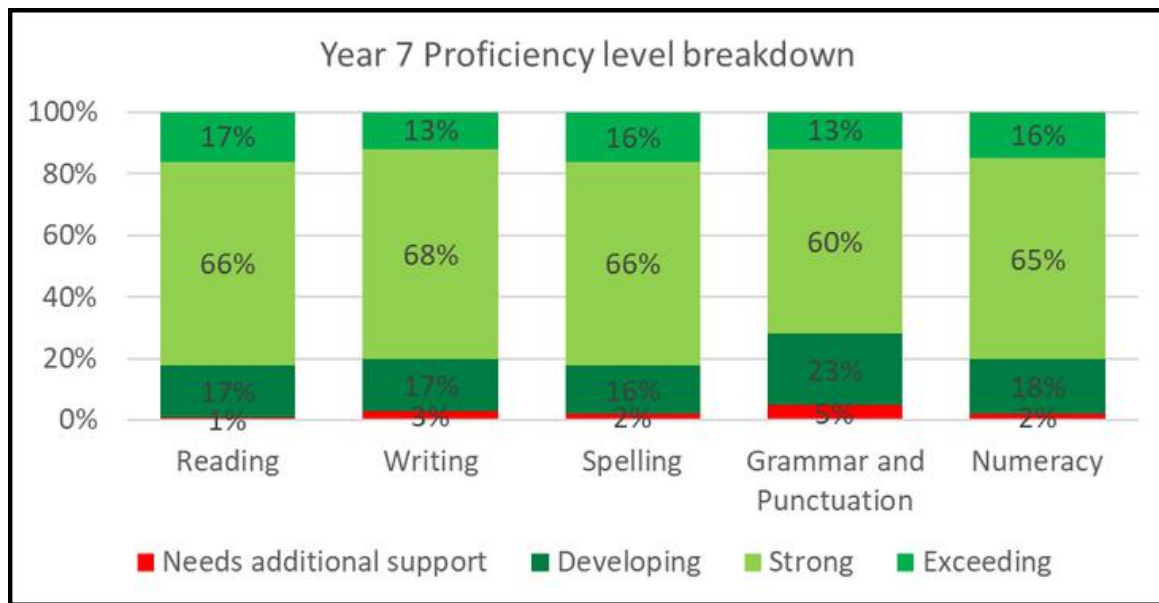
Spelling and Grammar and Punctuation show more variability, with around one-third of students in the Developing range and a small percentage requiring additional support. This suggests that while many students can apply literacy conventions effectively, there is a notable group still consolidating their understanding of spelling patterns, punctuation, and sentence structure. These results suggest that we need to continue to strengthen Spelling and Grammar instruction through explicit teaching, daily practise, and integration across writing tasks.



YEAR 7

PMACS Average score comparison to State and National

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



Year Group	PMACS MEAN	NATIONAL MEAN	WA STATE MEAN	ANGLISCHOOLS MEAN
Reading	552	538	534	545
Writing	550	538	539	547
Spelling	547	542	544	546
Grammar & Punctuation	548	539	536	546
Numeracy	559	545	545	556

Across all domains, a majority of students (60–68%) are working at a Strong proficiency level. The proportion of students needing significant intervention remains low (1–5%), which is encouraging.

The Developing category consistently accounts for 16–23%, representing students who could move to Strong with targeted support.

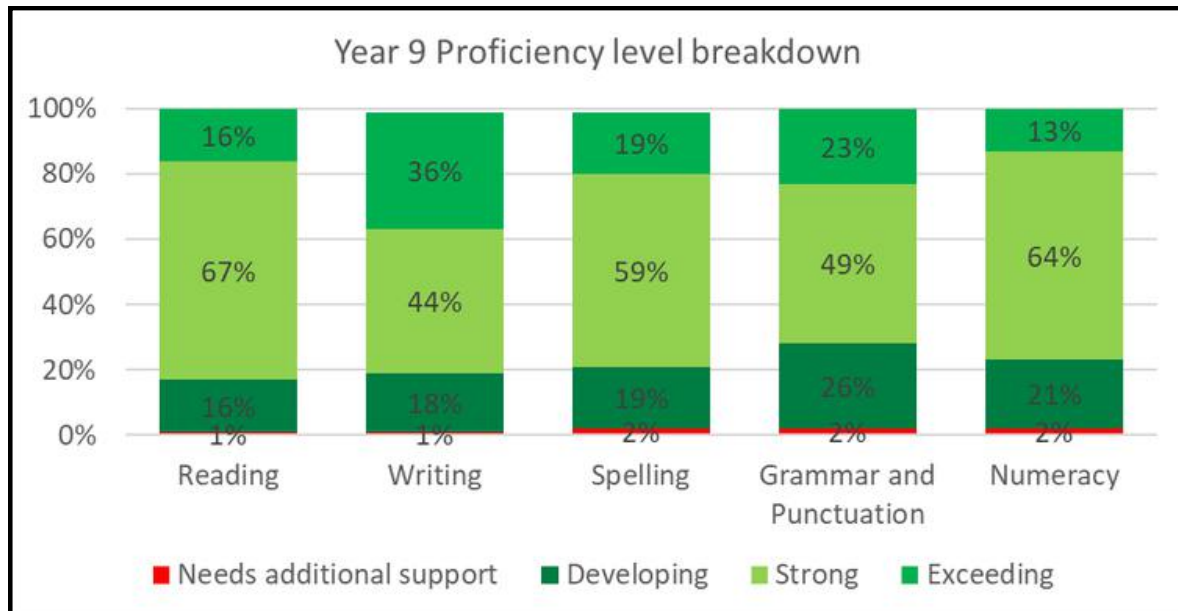
Grammar and Punctuation emerge as the priority area for improvement, with the lowest proportion of Strong students and the highest proportion needing additional support. Extension opportunities exist across all domains, particularly, Numeracy, Reading and Spelling, where 16–17% of students are already Exceeding expectations.



YEAR 9

PMACS Average score comparison to State and National

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



Year Group	PMACS MEAN	NATIONAL MEAN	WA STATE MEAN	ANGLISCHOOLS MEAN
Reading	596	568	580	591
Writing	620	575	587	600
Spelling	580	569	575	579
Grammar & Punctuation	593	559	570	582
Numeracy	595	573	586	596

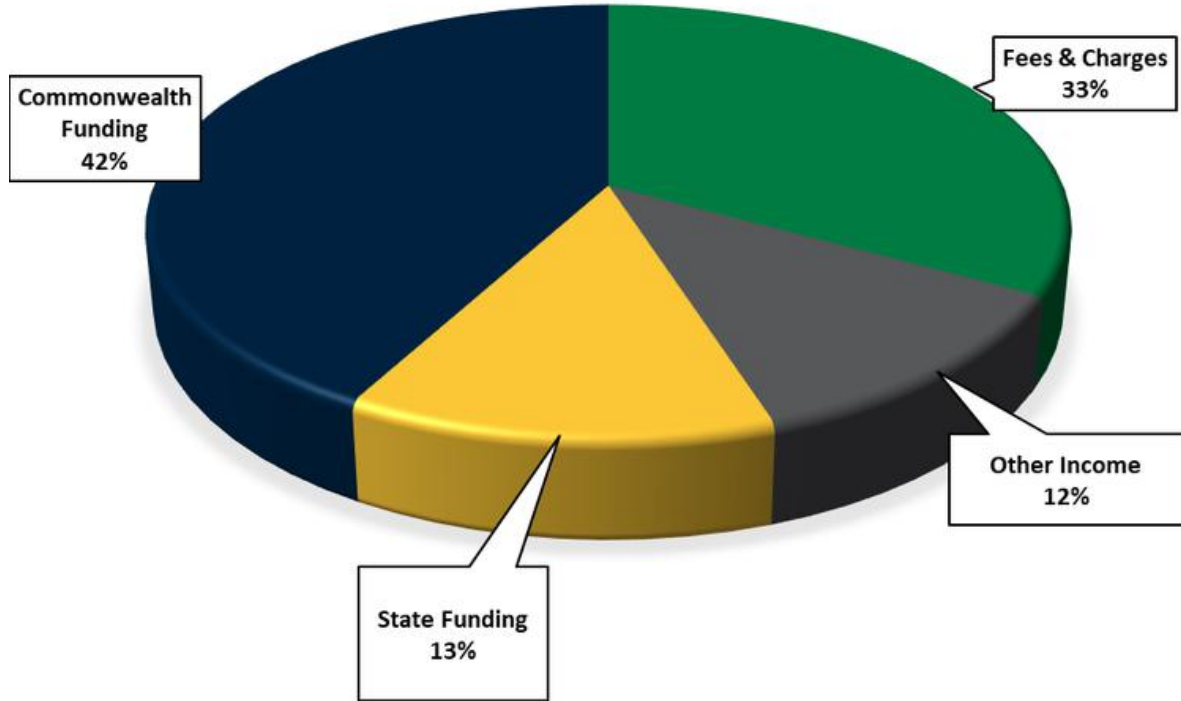
Across all domains, most students (44–67%) achieve Strong proficiency. The proportion of students in the Exceeding category is notably higher than in Year 7, particularly in Writing (36%), indicating strong literacy growth as students' progress.

Grammar and Punctuation remain the most variable domain, with the lowest proportion of Strong students (49%) and the highest percentage of students still Developing (26%).

Numeracy shows steady performance but relatively fewer students achieving Exceeding, highlighting an opportunity to deepen challenge for high achievers.



Income for the Year



** These figures have been rounded*



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Student Information



Management of Non-Attendance

The Principal or nominee will:

- Request an explanation from the student's parent or guardian when a student has been absent from School and an acceptable explanation has not been provided after three days from the beginning of the absence.
- Manage absences in conjunction with the alternative provider for students with alternative attendance arrangements.
- Where attendance falls below 90 per cent over a term:
 - further investigate the reasons for the student's absence
 - organise a parent teacher meeting and/or a case conference at the earliest opportunity to identify the issues related to the non-attendance and plan for improvement; and
 - document all attendance improvement plans if implemented.

Student Attendance

Year	STUDENT NUMBERS	DAILY AVERAGE % ATTENDANCE RATE
PK	33	90.79
KG	66	91.95
PP	65	90.70
1	64	91.85
2	64	93.07
3	64	92.99
4	96	91.71
5	90	93.25
6	96	91.65
7	190	91.14
8	186	90.55
9	160	90.65
10	156	88.65
11	97	90.06
12	107	91.19
AVERAGE	1534	91.35

Persistent Non-Attendance

If a student has been identified as being an irregular or chronic non-attende and repeated efforts to work with parents to restore attendance have not been successful, the Principal or nominee will:

- request a formal meeting
- if attendance does not improve, the Principal will consult the Education Department
- inform the parent advising of consultation with the Education Department
- revise any attendance improvement plan developed.





Staff Information

<i>Staff Composition</i>	MALE	FEMALE	TOTAL
Full Time Teaching Staff	32	50	82
Part Time Teaching Staff	3	17	20
Full Time Non-Teaching Staff	10	26	36
Part Time Non-Teaching Staff	0	35	35
Total	45	128	173

Note: Casual workforce not reported. Data based on Workplace Gender Equality Reporting (April 2025)



Staff Qualifications



Executive Team

Benjamin Lomas Principal	Master of Educational Leadership Grad Dip in Education Bach of Science in Environmental Management Master of Education Research	Lorrelle Fortune Dean of Teaching & Learning (7-12)	Bach of Applied Sciences Grad Dip in Education (Secondary)
Alan Wright Business Manager	CPA/ Chartered Company Secretary Bach of Commerce	Christine Hiotis Dean of Students (7-12)	Bach of Arts Grad Dip in Education
Richard Alchin Head of Operations	Grad Dip in Education Bach of Science (Hons) Master of Leadership & Management in Education	Deborah Martin Dean of Teaching & Learning (PK-6)	Master of Education
Jon Field Head of Secondary	Bach of Arts Post Grad Cert in Education (senior phase) Further Education & Training	Nicole Brown Dean of Students (PK-6)	Grad Cert Education (Literacy) Master of Education Bach of Arts (Education) Master of Education (Mental Health & Wellbeing)
Roderick Wood Head of Primary	Dip of Teaching Bach of Education Master of Educational Leadership		

Secondary School - Teachers

Elizabeth Bozich	Bach of Arts Grad Dip in Education	Jake Rowlands	Master of Education
Matthew Carstens	Dip of Education	Matthew Schlueter	Bach of Education (Secondary) Cert IV in Assessment & Workplace Training Workplace Training Cert of Assessment for Fork Lift Truck Handling Cert IV in Training & Assessment Cert II in Engineering
David Davies	Bach of Education	Jean-Pierre Schroeder	Master of Theology
Alexandra Dodd	Bach of Education (Secondary)	Johann Schroeder	Bach of Science (Exercise and Sports Science) Grad Dip in Education (Secondary)
Peta Flanigan	Bach of Arts Grad Dip in Education Master of Ed (Arts Education) Cert IV in Training & Assessment	Trevor Schubert	Bach of Education Master of Business Administration Bach of Arts (Social Sciences)
Michael Fogliani	Bach of Arts (Education) Bach of Communications	Dominique See	Master of Education
Mark Fussell	Grad Dip in Education Bach of Science	Bernie Streeter	Bach of Science (Sports Science) Grad Dip of Education (Secondary)
Malcolm Hansen	Bach of Science (Psychology) Bach of Science Grad Dip in Education	Scott Horsfield	Bach of Education
Adam Hollingsworth	Bach of Arts (Education)	Capri Jackson	Bach of Arts and Social Science
Olivia Hope	Master of Education Bach of Arts Bach of Education	Paul Jones	Bach of Education
Scott Horsfield	Bach of Education	Stefania La Macchia	Bach of Education (Secondary)
Capri Jackson	Bach of Arts and Social Science	Xia Ying Leong	Bach of Science Grad Dip in Education
Paul Jones	Bach of Education	Andrew Manera	Bach of Commerce Grad Dip in Education
Stefania La Macchia	Bach of Education (Secondary)	Cynthia Moffat	Bach of Teaching Post Grad Dip in Science Education
Xia Ying Leong	Bach of Science Grad Dip in Education	Cooper O'Brien	Bach of Education (Secondary)
Andrew Manera	Bach of Commerce Grad Dip in Education	Kristina Oxley	Bach of Arts (Education) Bach of Social Science
Cynthia Moffat	Bach of Teaching Post Grad Dip in Science Education	Kagumi Parasya	Bach of Visual Communication
Cooper O'Brien	Bach of Education (Secondary)	Serena Parker	Bach of Visual Arts Grad Dip of Education (Secondary)
Kristina Oxley	Bach of Arts (Education) Bach of Social Science	Jesse Phillips	Bach of Science Grad Dip in Education
Kagumi Parasya	Bach of Visual Communication	Karalyn Plummer	Bach of Education
Serena Parker	Bach of Visual Arts Grad Dip of Education (Secondary)	Sara Priest	Post Grad Cert in Education Bach of Arts (Hons)
Jesse Phillips	Bach of Science Grad Dip in Education	Jenelle Rampling	Bach of Applied Science
Karalyn Plummer	Bach of Education	Ashley Robertson	Bach of Education
Sara Priest	Post Grad Cert in Education Bach of Arts (Hons)		
Jenelle Rampling	Bach of Applied Science		
Ashley Robertson	Bach of Education		

Secondary School - Heads of Year

Phillip Carr Head of Year 7	Bach of Science (Hons) Post Grad Cert in Education (Secondary)	Laura Goldstraw Head of Year 10	Bach of Arts (Hons) in Drama Post Grad Cert in Education (Secondary)
Jordan West Head of Year 8	Bach of Arts (Education) Bach of Science	Johanna Swanepoel Head of Year 11	Bach of Education Bach of Education (Hons)
Candy McKnight Head of Year 9	Grad Dip in Education (Secondary) Bach of Commerce	Kira Lawrence Head of Year 12	Bach of Arts (Education) Bach of Social Science Grad Dip in Education

Secondary School - Heads of Department

Trurina Cook Science	Bach of Science Bach of Education	Dick Neervoort Mathematics	Bach of Education (Hons)
Nicol Davis HASS	Bach of Arts Grad Dip in Education	Danielle Palmer-Smith Library Services	Dip of Teaching Grad Dip of Science Bach of Education
Robert Deurloo Technologies	Bach of Education	Larry Parkes Careers & VET	Grad Dip of Education (Primary) Bach of Business Assoc Dip of Business (Accounting) Master of Education Cert IV in Training & Assessment
Cameron Fannon Health & Physical Education	Bach of Health & Physical Education	Maya Swailes Languages	Bach of Arts (Economics) Grad Dip of Education (Secondary)
Lee Gibson English	Master of Arts	Justin Tonti-Filippini Music	Bach of Music Master of Education Studies Cert IV in Training & Assessment
Beverly Goosen Co-Curricular	Higher Dip in Education	Andrea West Assistant Head of Operations	Bach of Arts (Hons) Post Grad Cert in Education National Professional Qualification for Headship
Alison Grey Learning Diversity Secondary	Post Grad Cert in Education (Secondary) Grad Dip in Educational Leadership Bach of Arts (Hons) Master of Education		
Sarah Hardingham Dance & Drama	Bach of Education (Secondary)		
Jacky Harrison Visual Arts	Bach of Arts (Visual Arts) Grad Dip in Education		
Irene Killow CRL	Dip in Education (Secondary) Bach of Arts		



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Staff Qualifications



Secondary School - Counsellors

Catherine Broughton	Bach of Counselling	Emily Kerins	Bach of Arts (Hons) Dip in Integrative Counselling Higher National Dip Counselling
Nicola Hastle	Bach of Science		

Secondary School - Support Staff

Robert Bizzell	Dip Laboratory Technician	Juliet Palethorpe	Bach of Science (Human Communication Science)
Vicky Carter	Dip Laboratory Technician	Patricia Re	Science Assistant Grad Dip in Food Science and Technology Grad Dip in Dietetics Grad Dip of Education (Secondary)
Leanne Connolly	Library Assistant	Philippa Redhead	Cert III in Children Services Cert III in Education Support
Pauline Deakin	Education Assistant Program	Kim Spencer	Cert IV in Education Support
Irene De Bartolo	Cert IV in School Based Education	Lilian Venters	Cert III in Education Support National Dip Architectural
Karen Howie	Cert III in Teacher Assistant		
Haraline Kuwulusan	Indonesian Education Assistant		
Natalie Mitchell	Cert III in Education Support		



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Staff Qualifications



Primary School - Heads of Department

Laura Cosnett Learning Diversity Primary	Master of Arts Post Grad Cert in Professional Development Bach of Education (Primary) (Hons)	Elizabeth Mellor (Acting) Lower and Upper Primary	Bach of Education (Kindergarten through Primary)
Katrina Jordan Lower Primary	Bach of Teaching (Primary) Bach of Social Science (Psychology) Grad Cert of Education (Early Childhood studies)	Kellie Shimmings Upper Primary	Bach of Education (Primary)

Primary School - Counsellor

Lucy Hinson	Grad Dip of Education (Primary) Bach of Arts (Psychology) Post Grad Dip in Psychology
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Primary School - Support Staff

Kim Andrew	Teacher Assistant Certificate	Bethany Menown	Cert III in Disability Cert IV in School Based Education
Nell Branford	Bach of Laws Cert III in Education Support	Karen Morrissey	Cert III in Education Support
David Brown	Cert III in Education Support	Stefanie Silsby	Cert III in Education Support
Jacqueline Brown	Cert III Teacher Assistant	Nicolette Street	Bach of Education (Early Childhood Development)
Fiona Crockett	Dip in Education (Senior Primary)	Nicola Tame	Advanced Diploma in Design
Sarah Fitzgerald	Cert IV in Community Services Cert IV in Education Support	Michelle Toms	Cert II in Education Support
Michelle Gaensler	Bach of Education	Patricia Whitehead	Cert III in Education Support Bach of Technology
Jaqueline Geurts	Cert III in Children Services	Shelly Walters	Cert III Education Support
Sarah Gibson	Cert IV in Education Support	Charlyne Wohlers	Bach of Teaching
Tracey Harold	Cert IV in Education Support	Lauren Young	Bach of Arts (Early Childhood Studies)
Robyn Hindley	Teacher Assistant Certificate		

Primary School - Teachers

Sarah Barns	Bach of Business Cert IV in Financial Services Grad Dip of Education (Early Childhood Studies) Dip of Finance and Mortgage Broking Management	Rebecca Heyes	Master of Teaching (Primary) Master of Strategic Communication Bach of Arts (Hons)
Zoe Blake	Bach of Education (Early Childhood Studies)	Lian Jones	Bach of Arts (Early Years)
Carleigh Boyle	Bach of Education (Early Childhood Studies)	Melissa Lawton	Bach of Education (Primary)
Katie Burns	Bach of Arts (Primary Education)	Tess Loewdin	Grad Dip of Education (Secondary) Bach of Music
Amanda Chila	Cert III in Education Support Grad Cert of Education (Early Childhood Studies) Bach of Education (Primary)	Michellie Martin	Cert IV in Education Support
Russell Cowap	Grad Dip of Education (Primary) Bach of Science (Sports Science)	Hailee Morris	Bach of Education (Early Childhood & Primary)
Tammy Devitt	Bach of Education (Primary)	Atish Patel	Grad Dip in History Bach of Laws Grad Cert of Education
Benjamin Duff	Grad Dip of Education (Primary) Bach of Commerce Master of Education	Nicola Paton	Bach of Education (Hons) Primary Education
Katie Gair	Cert III Education & Care Diploma of Early Childhood Education and Care Bach of Arts	Michelle Pestel	Grad Dip of Education (Primary)
Nicola Garside	Bach of Arts Post Grad Cert in Education	Joseph Pini	Bach of Physical and Health Education Grad Dip of Education (Primary)
Janice Golding	Grad Dip of Education (Secondary) Bach of Arts (Hons) National Dip Design (Graphic Design) Cert IV in Training & Assessment	Philip Randall	Bach of Arts
Melanie Hay	Grad Dip of Education (Primary) Grad Cert of Education (Early Childhood Studies)	Matthew Senior	Bach of Science (Hons) Post Grad Cert in Education
		Rajvi Shah	Grad Dip Education (Early Childhood Studies)
		Karlie Smith	Bach of Education (Kindergarten through Primary)
		Suzanne Smith	Bach of Education (Primary)
		Anggi Tyas	Bach of Science
		Joanna Waide	Grad Dip of Education (Primary) Bach of Arts (Hons)



PETER MOYES
ANGLICAN COMMUNITY SCHOOL

SCHOOL PERFORMANCE INFORMATION 2025



Staff Qualifications

Administration

Corrina Agostini Publications Officer	Dip in Graphic Design Higher Diploma in Graphic Design & Multi-Media	Isla Kerridge Auditorium Technician	Advanced Dip of Live Production and Management Services
Bronwyn Booth Administration		Lauren Knapp Marketing & Community Engagement Manager	Bach of Arts Mass Communication
Abbie Byrne Marketing & Events Officer	Bach of Arts (Television and Digital Marketing Media Production)	Mandy Lawniczak Health Centre Officer	Registered Paramedic
Annamarie Creegan Administration	Functional Skills ICT Cert in Human Resources Practice	Sarah Llewellyn School Receptionist	Certificate III in Education Support
Yomare Furstenberg ICT Manager	Cert III Teacher Assistant Cert IV in IT Support	Candide Loos Enrolments	
Janette Gratton School Receptionist	Teacher Assistant Certificate	Adam McAlpine IT Support Officer	Bach of Science (Computer Science and Data Science)
Mikel Hamilton HR/Payroll Officer	Bach of Business	Angela Webber Finance Officer	
Linda Henn School Receptionist	Education Assistant Program	Cynthia Starcovich Administration	Teacher Assistant Certificate
Lillie Hines Health Centre Officer	Registered Paramedic	Kim Smith PA to Principal	
Michelle Hughes Finance Officer		Kiria Tarei Administration	Cert IV in Marketing Cert III in Live Production, Theatre & Events
Cathlin Jakovcovic Administration	Cert III in Education Support Master Trainer Level 1 Cert IV in Fitness Bach of Science (Business Information Systems) Cert III in Fitness Bach of Science (Cyber Security and Forensics) Grad Cert Business Administration Grad Diploma Business Administration	Dylan Usher IT Network Engineer	Dip of Information Technology
Dene Jones Auditorium Manager		Zoe Wallace Assistant Business Manager	
		Kelly Williams School Receptionist	Cert IV Accounting and Book Keeping

Café

Reno Dann Café Assistant	Laura Jones Café Assistant
Kirsty Davis Café Assistant	Sheena Richardson Chef Café Manager
Carol Jones Café Assistant	Lorna Russell Café Assistant

Facilities

Joshua Bushney Facilities Team Member	Mark Nolan Facilities Manager
Michael Perry Facilities Team Member	Christopher Northey Facilities Team Member





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