



GOVERNOR STIRLING

SENIOR HIGH SCHOOL

Annual Report 2014

Introduction

This report provides parents and members of the wider community with information about Governor Stirling Senior High School's activities and performance over the past year. It highlights the school's strengths and identifies areas for improvement during 2015. Governor Stirling Senior High School is committed to ensuring that our local community is confident that the school is providing a quality education to meet the needs of students. This document forms one part of the School Accountability Framework, which involves rigorous school self evaluation, the School Improvement Plan and the school Annual Report.

Dr Pasco Putrino
Principal

PART ONE:

School Features

Overview

Governor Stirling Senior High School was established on the banks of the Swan River in Woodbridge in 1958. The school draws students from a wide range of primary schools throughout the Swan District, and enjoys a strong sense of tradition and record of academic and sporting excellence.

The school has a diverse student population, catering for all students and their educational needs. These range from Gifted and Talented Education academic programs to programs for students who need higher levels of support to engage in learning. Such programs include senior school Certificates, workplace learning and the Follow the Dream/Partnerships for Success program.

The new school, completed in January 2013, provides state-of-the-art facilities such as Engineering workshop, media and multimedia laboratory, TV studio, performing arts theatre with over 200 seat capacity and a commercial kitchen for certificate courses. These enable the school to offer the full range of programs. Facilities also include a boathouse housing kayaks and canoes for water sports.

Features of the Learning Program

The school offers a comprehensive program of study within the Australian Curriculum that includes the selective entry academic Gifted and Talented Education program, Approved Specialist Programs, academic and general courses, school-based special programs, university entrance (WACE) courses and vocational education and training (VET) courses.

Gifted and Talented Education Program

Governor Stirling Senior High School offers the Department of Education's selective entrance Gifted and Talented Education (GATE) Program in Mathematics, Science and the Humanities. In 2014, 44 students participated in the Year 8 to 10 program.

Specialist Programs – ASP and School Based

Three Approved Specialist Programs offer students the opportunity for extension in Australian Rules Football, Engineering and Artsmedia. The Artsmedia program, in its third year, delivered high quality teaching and learning to students. This included a number of workshops on the Murdoch University Campus.

The Engineering program, now in its third year, is sponsored by Leighton Contractors who once again offered a number of Foundation Scholarships for highly able students, female students and Indigenous students. The school again partnered with the University of WA in the development and delivery of particular aspects of the program.

The Football Program, which commenced in 2001, has continued its success with a number of talented students being successfully playing both in the AFL and WAFL

competitions. In recent years, the school has been successful in the Senior Division of the Belt Up Cup championship and in reaching the Grand Final round of the Sportsready Cup.

The Netball Program has regular support from league players, and enjoys an excellent reputation in the community.

Vocational Courses

A variety of AQF certificates are available to students. These include Certificate 2 in Information Technology, Automotive, Hospitality, Kitchen Operations, Sport Career-Oriented Participation, Tourism and Business. A number of students also completed courses at PolyTechnic West and Central Institute of Technology, and School-Based traineeships and apprenticeships. Workplace learning is also offered to students to provide school to work transition pathways for particular students in Years 11 to 12.

Aboriginal Education Programs

The school also offers programs to support Aboriginal students. The Follow the Dream/Partnerships for Success Program caters for students from Years 8 to 12 who aspire to enter university or further education. In 2014, 48 students participated in homework classes and other extra-curricula activities. Students attended a camp in the South West led by a local elder, reward excursions for students with 90% plus attendance, ten Year 10 students attended the WOW seminar, eight Year 11 and 12 students undertook work experience at Worley Parsons and others excursions to ECU, UWA and Curtin University. Four students achieved their WACE.

The Aboriginal Tuition Assistance Scheme (ATAS) supports students from Year 8 to 12 to improve their literacy and numeracy skills. A strong support team, including two part-time teachers and two Aboriginal Islander Education Officers, supports Indigenous students and their families to engage in the range of programs available throughout the school. Funds were made available to provide tuition to all Aboriginal students to improve literacy and numeracy skills by dedicated teachers throughout the year.

NAIDOC Day was again celebrated across the school. Activities included a whole-school assembly, musical performance, story-telling, workshops and presentations.

Support Programs for Students

The school received \$138,488 through the School Support Programs Resource Allocation (SSPRA), which was less than the previous year. This money was used to provide a range of support services to students. These included behaviour management, learning support, literacy and numeracy support including funding of the Soundway Program, WACE revision programs, the Senior Secondary Engagement Program and Aboriginal student attendance.

The school continued to engage in various other activities to support student learning. These included mentoring

GOVERNOR STIRLING SENIOR HIGH SCHOOL

programs, lunchtime activities by the Impact Team and collaboration with other community organisations such as PCYC.

Nature of Catchment

As in previous years, the majority of students were from the local contributory primary schools.

Enrolment

The table below shows the student enrolment pattern over recent years.

Table 1: Enrolment Trends (from Census 2008 – 2014)

Start of	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2008	166	159	216	206	152	899
2009	134	152	157	178	114	735
2010	68	136	141	134	127	606
2011	135	66	124	95	94	514
2012	124	134	72	110	78	518
2013	181	129	136	90	74	610
2014	194	188	128	137	58	705

The school commenced 2014 with an enrolment of 705 with both Year 8 and Year 9 cohorts at capacity. This trend is expected to continue.

12.9% of the Year 8 population were Indigenous students (Table 2), slightly higher than the previous year.

Aboriginal student retention to Year 12 continues to be less than the general cohort. Increased retention of Indigenous students continues to be a school priority.

Table 2 Student Profile 2014

	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Total	194	188	128	137	58	705
Aboriginal [†]	25	15	17	19	6	82
GATE	10	15	19			44
ArtsMedia	18	14	15	-	-	47
Engineering	21	23	-	-	-	44
Dance	24	17	12	8	2	63
Football	24	27	17	22	14	104
Netball	25	23	25	14	11	98
FTD						48
Access 11/12						29
Cert 1					-	-
Cert 2					42	42
Cert 3					1	1

	Year 8 2014	Year 8 2013	Year 8 2012	Year 8 2011	Year 8 2010	Year 8 2009
Aboriginal [†]	12.9%	12.2%	24.2%	21.5%	23.5%	20.9%

Growth in Certificate level programs over the last few years has been strong. The extensive range of certificate 2 courses now offered enable students to undertake a richer and more relevant curriculum through to Year 12. The proportion of students completing VET certificate courses increased from 43% in 2010 to 80% in 2014.

School Finances 2014

School Budget Summary

Carryover from 2013	694,759
Total Revenue 2014	1,536,001
Total Expenditure 2014	1,470,259
Carryover to 2014	624,384

Supplementary Funding

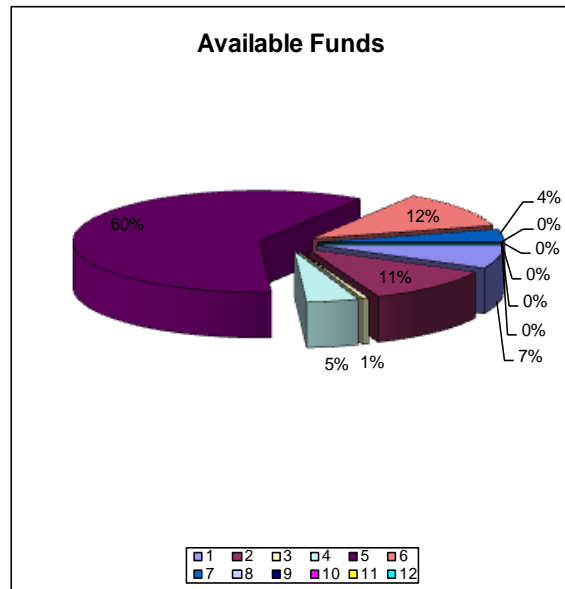
Behaviour Management and Discipline Funding	49,124
ATAS	123,250
Learning Support	8,620
SSEP	32,399
IPS Transition Funding	27,050
Aboriginal Attendance Program	4,021
Literacy & Numeracy	28,219

Contributions and Charges 2014

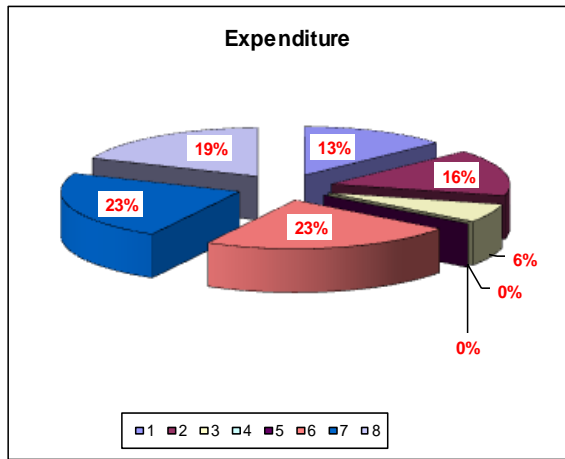
The percentage of contributions and charges collected during 2014 was 71.31%, higher than the previous year of 65% and 58% before that. The collection rate had been increasing since 2012. New strategies implemented over the last two years and supported by the School Council, has shown much improvement since establishment of new school.

GOVERNOR STIRLING SENIOR HIGH SCHOOL

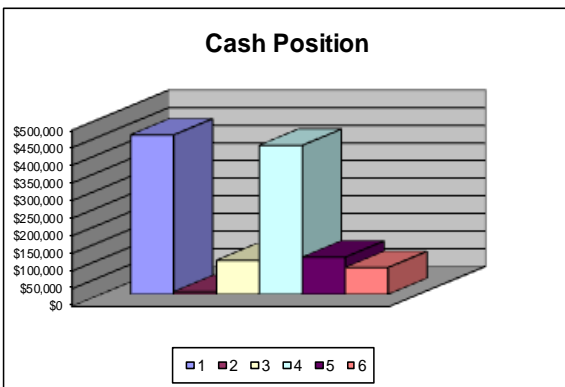
Income		
	Budget	Actual
1 Voluntary Contributions	\$125,666	\$109,353
2 Charges and Fees	\$213,126	\$168,713
3 P & C Contributions	\$8,000	\$8,000
4 Fundraising and Donations	\$66,195	\$66,195
5 State Government Grants	\$884,069	\$884,069
6 Miscellaneous	\$178,402	\$173,386
7 Internal Transfers	\$60,543	\$60,543
8		
8		
10		
11		
Total Income	\$1,536,001	\$1,470,259
12 Carry Over Balance	\$624,384	\$624,384
Total Funds Available	\$2,160,385	\$2,094,643



Expenditure		
	Budget	Actual
1 Administration	\$209,465	\$195,611
2 Utilities	\$231,111	\$228,499
3 Repairs and Maintenance	\$237,473	\$91,050
4 Capital Works	\$0	\$0
5 Assets and Resources	\$0	\$0
6 Education Services	\$338,972	\$338,972
7 Miscellaneous	\$682,135	\$338,601
8 Salary Pool	\$461,229	\$277,526
Total Expenditure	\$2,160,385	\$1,470,259
8 Transfer to Asset Reserves	\$0	\$0
Total Funds Carry Forward	\$0	\$624,384



Cash Position as at: (insert date)	
Bank Balance	\$1,162,665
Made up of:	
1 Carry Over Grants (committed)	\$452,670
2 Tax Position	\$7,765
3 Trust Funds	\$96,748
4 Asset Replacement Reserves	\$423,072
5 Suspense Accounts	\$105,869
6 Uncommitted Funds	\$76,541
Total Bank Balance	\$1,162,665



Other financial information			
Voluntary contributions collection rate	71.31%	Total creditors as at: (insert date)	
Total bad debts written off for the year		Total Debtors as at: (insert date)	
Total assets/resources written off for the year		Total value of new leases for the year	

PART TWO:

School Improvement and Priorities

The Building Program

Following the completion of the building program in January 2013 and the general maintenance program, it was necessary to install an external PA system as well as additional student seating on the verandahs around the school. The school oval was not completed by the end of 2014 due to problems encountered with water salinity and water retention.

Student Performance

The focus on improving student performance in all year groups continued during 2014. Strategies included:

- Continued use of evidence-based planning across learning areas.
- Continuing with successful behaviour management strategies from the previous year.
- Senior school tutorial classes both on grid and after school run by staff on a voluntary basis.
- Offering an extensive range of Certificate 2 courses.
- Upgrading Certificate IV in Training and Assessment and Certificate II qualifications of teachers.

IPS Status

During 2014, Governor Stirling Senior High School successfully applied for IPS status and commences 2015 as an Independent Public School.

Literacy and Numeracy

Literacy support of an additional two periods of literacy continued to be offered to identified Year 8 and 9 students. The Soundway Literacy Program was implemented with four of the seven classes in 2013 and continued into 2014. This program ran four sessions per week for approximately 14 weeks.

In Mathematics, a more structured and differentiated program continued that enabled students to progress according to each stage of achievement.

Both programs saw significant improvement in student NAPLAN performance over previous years.

ATAS tutoring continued as a key support strategy for Aboriginal students in Years 8 to 12 in both literacy and numeracy.

Attendance

Student attendance continued to be a priority during 2014. Continuation of strategies implemented in 2013 enabled an improvement in overall attendance during the year to 86.2%, close to the State public school average of 86.9%.

Information Technology

During the year, \$164,600, mostly from the National Secondary Schools Computer Fund, was used to purchase new IT equipment, which included:

- 92 desktop computers to upgrade 3 computer labs
- 92 Notebook computers for student use
- 3 Notebook trolleys used to transport and store the Notebooks

Extra data points were also installed at a cost of \$2,585 in three computer laboratories to ensure they were fully utilised.

PART THREE

School Performance and Student Achievement

2014 Highlights

- Year 11 Football Program Educational Tour to Melbourne
- Year 8/9 Smarter Than Smoking team being crowned the Swan Districts champions and making the quarter finals of the competition.
- One student selected to the State Schoolboys 15s team
- One student selected to the State 18s team
- 5 students all part of Swan Districts colts premiership team.
- Year 10s reached the grand final of the Year 10 Lightning Carnival Trophy
- 4 students selected into WA Netball League
- 6 students participated in Fever in Time program
- 1 student selected in State School Girls' U15
- 1 student selected in State 17s
- 2 students selected in Indigenous State Team Budgies
- Year 9, 10 and Senior Netball A teams through to Finals
- Year 9 and 10 Netball competed at Waverley International Tournament (Melbourne)
- Year 8 Netball undefeated at Great Southern Regional Carnival
- Senior School Netball tour to Singapore and Kuala Lumpur
- 1 student represented the State in Under 19 cycling, a W.A.I.S athlete for the past 2 years. Won State Criterium and Time Trial, represented at the Australian Under 17 Championships. Also selected as the reserve for the Australian Road Titles in Spain
- Year 10 GATE student Canberra Tour
- GATE student participation in National Young Leaders Day, Aspire Advocate Leadership Program, Year 8, 9, 10 UWA workshops, Year 11 UWA Metro Camp
- G&T participation in Year 9 Informatics Competition
- Year 8 to 12 Australian Mathematics Competition
- ICAS English and Mathematics Competition
- National place winners in Havesumfunonline Competition
- National Olympiad Competition – Year 8 Mathematics
- Girls in Engineering UWA workshops
- Recipient of 2014 BP Education Grant for Engineering
- Specialist Engineering students selected for Australian Petroleum Production & Exploration National Conference
- 1 x Indigenous student received ECU direct entry + scholarship
- Two Indigenous students(of 50 Australia wide) selected to attend NIYLA Leadership Summit in Sydney
- Yr 12 Photography exhibits in Metamorphosis Exhibition (CIT)
- Whole school Dance Variety Concert
- Classical guitar ensemble combined concert with WA Mandolin Orchestra; received 'Outstanding' in annual WA Classical Guitar Ensemble Festival
- Senior Band and choir concert 'Talkin Bout Your Generation' and performances in New Norcia
- Follow the Dream achieved 100% Indigenous student graduation
- Year 11 / 12 School Ball
- Student Council Leadership Program – UWA

Year 12 Performance

- 98% WACE Achievement
- Median ATAR 72.4
- 90% Attainment Rate

Year 12 Performance

Student Participation

	Eligible Y12 Students	Number acquiring a TER/ATAR		VET – UoC participation Rate		VET % of students completing a Cert II or higher
		Number	Percentage	Percentage	Percentage	
2011	75	14	19%	41%	45%	
2012	59	19	32%	75%	91%	
2013	67	13	19%	88%	80%	
2014	52	10	19%	96%	80%	

The number of students completing Year 12 continued to decrease reflecting the lower student number in these cohorts. The proportion of students undertaking university entrance courses was constant over the last two years while the proportion of students participating in vocational education and training courses continued to increase.

WACE Attainment

WACE attainment was again high reflecting better course selections and monitoring of student performance during the year.

	Eligible Year 12 Students	Percentage achieving WACE
2011	75	96%
2012	59	93%
2013	67	100%
2014	52	98%

WACE Examination Participation

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2012	59	19	32%
2013	67	13	19%
2014	52	10	19%

Overall ATAR Performance

	Relative Performance
2012	-0.6
2013	0.6
2014	1.0

Above Expected - more than one standard deviation above the predicted school median

Expected - within one standard deviation of the predicted school median

Below Expected - more than one standard deviation below the predicted school median

Median ATAR

	School	Like-Schools	State
2012	60.3	61.2	75.9
2013	68.4	60.7	75.3
2014	72.4	63.3	75.6

The median ATAR continued to increase to 72.4, one standard deviation above expected and well above Like schools and close to the State median. However, the proportion of students taking ATAR courses was again at 19%.

State	ATAR Students					
	School			Like-Schools		
	2012	2013	2014	2012	2013	2014
Top 33%	5%	0%	10%	7%	11%	14%
Middle 33%	21%	46%	50%	24%	27%	24%
Bottom 33%	74%	54%	40%	70%	62%	62%

The proportion of students in the top third is still low, although there has been a steady improvement overall over the last three years with the greatest proportion in the middle tricile. Continued improvement in this area will be a focus of school planning. Similarly, efforts will continue to improve the proportion of students achieving 75+.

	Number acquiring an ATAR / TER	Number achieving one or more scale scores of 75+	Percentage achieving one or more scaled scores of 75+
2012	19	1	5%
2013	13	2	15%
2014	10	1	10%

Student Performance – Stage 2 and/or 3 Courses

Course	Performance			Students		
	2012	2013	2014	2012	2013	2014
Chemistry	3	2		6	8	
English	2	1	2	17	16	12
Human Biological Science		2	2		8	7
Modern History			2			7
Mathematics	2	2	1	10	13	10
Physics		2	3		7	6

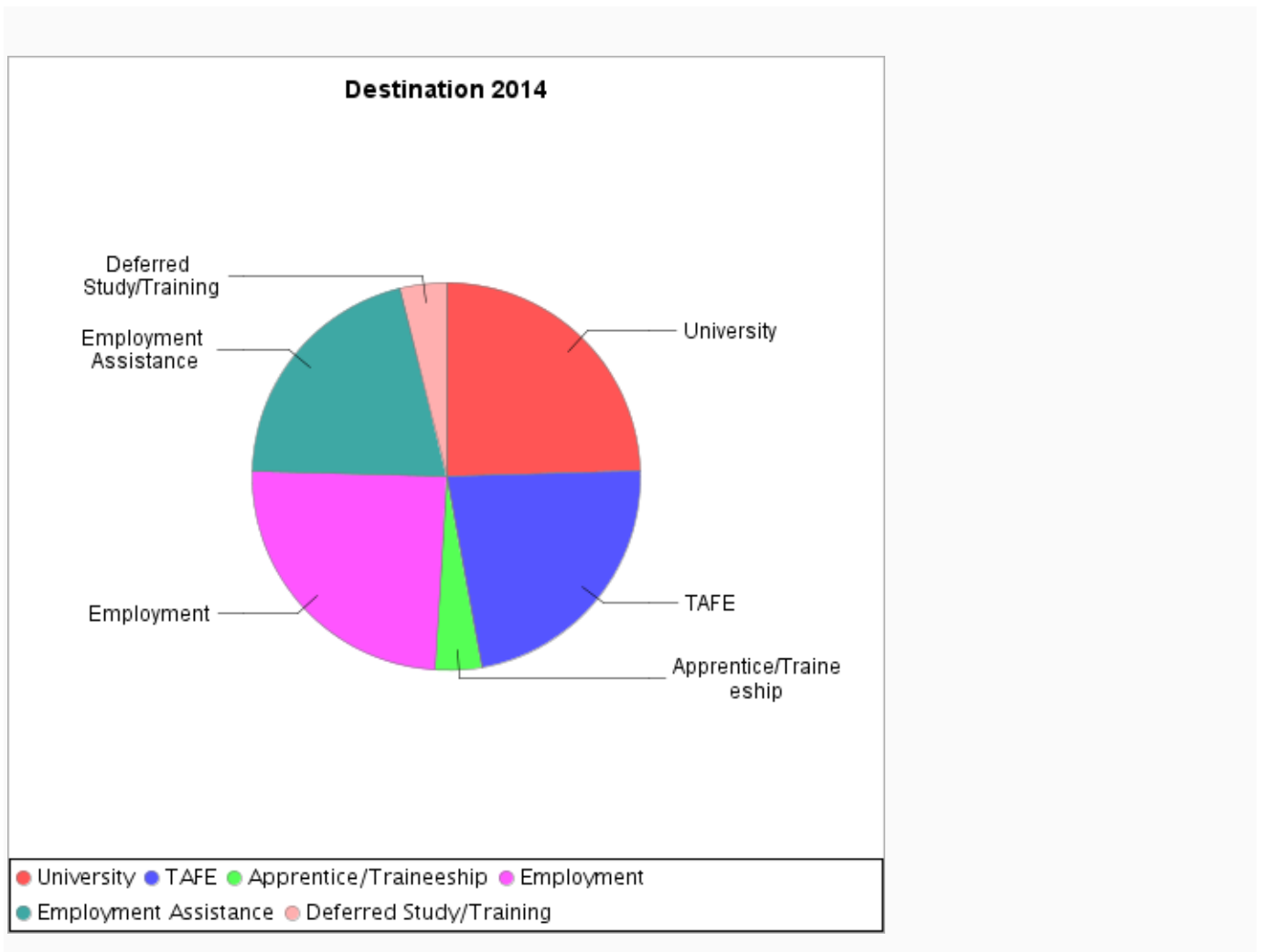
The majority of WACE courses again had 10 or less students enrolled, and, consequently, performance in these could not be meaningfully compared to the State or Like schools. Two courses could be compared statistically. In Mathematics, student performance was higher than expected with the mean close to State average. Performance in English was as expected, but lower than the previous year. The Physics results are a concern. Efforts will be made to support improvement strategies in this course.

Student Performance – Stage 1 Courses – Grade Distribution

Course	School Percentages					State Percentages				
	A	B	C	D	E	A	B	C	D	E
Career and Enterprise	20	13	67	0	0	18	30	42	5	4
English	22	36	42	0	0	15	32	45	4	4
Mathematics	7	21	64	7	0	20	28	37	10	5
Outdoor Education	13	63	19	6	0	22	41	26	6	5
Workplace Learning	30	17	50	3	0	29	33	29	3	5



	Destination 2013 School	Destination 2013 State
Return To School		0.6%
University	18.0%	37.4%
TAFE	8.0%	19.8%
Apprentice/Traineeship	10.0%	4.6%
Other Training	6.0%	1.8%
Employment	40.0%	18.7%
Employment Assistance	10.0%	6.4%
Other	6.0%	2.0%
Deferred Study/Training	2.0%	8.6%
Total	100%	100%
% of students responding	75%	0.0%



	Destination 2014 School	Destination 2014 State
Return To School		0.6%
University	24.5%	38.9%
TAFE	22.6%	33.7%
Apprentice/Traineeship	3.8%	5.3%
Other Training		0.4%
Employment	24.5%	13.7%
Employment Assistance	20.8%	6.2%
Other		0.0%
Deferred Study/Training	3.8%	1.3%
Total	100%	100%
% of students responding	76%	0.0%

A little over 50% of the Year 12 cohort continued in some form of education or training in 2014, which is only slightly higher than the previous year but still substantially lower than the State (78.9%). However, a higher proportion of students undertook university studies than the previous year. The proportion undertaking employment decreased from 40% to 24.5% while the proportion undertaking employment assistance increased from 14% to 21%.

NAPLAN Student Performance – Relative Assessment – Year 9

Percentage of students in each Proficiency Band

Band	Year 9 Numeracy								
	School			Like Schools			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
10	5%	5%	12%	11%	2%	3%	9%	11%	10%
9	7%	9%	11%	5%	5%	57%	11%	12%	13%
8	12%	8%	18%	12%	13%	22%	19%	20%	25%
7	22%	24%	34%	28%	27%	33%	30%	26%	28%
6	44%	31%	24%	42%	32%	30%	23%	21%	21%
1 to 5	10%	23%	2%	13%	10%	6%	6%	10%	4%

NUMERACY – Top 3 Bands – Significantly better than Like schools at 41% and almost double the previous year. The proportion below the minimum standard also decreased significantly over the previous year.

	Year 9 Reading								
	School			Like Schools			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
10	2%	0%	7%	2%	1%	2%	5%	4%	6%
9	13%	12%	13%	6%	8%	10%	12%	15%	16%
8	16%	8%	26%	16%	16%	21%	22%	24%	25%
7	25%	23%	27%	28%	29%	28%	27%	28%	26%
6	26%	39%	17%	28%	30%	24%	20%	22%	18%
1 to 5	18%	18%	10%	20%	16%	14%	11%	8%	9%

READING – Top 3 Bands – Reading significantly improved in 2014 from the previous year with 46% in the top 3 bands and was significantly better than Like schools. The proportion of students below the minimum standard (10%) was similar to State (9%).

Band	Year 9 Writing								
	School			Like Schools			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
10	5%	2%	4%	1%	2%	2%	6%	5%	6%
9	6%	4%	7%	4%	4%	6%	9%	9%	10%
8	14%	13%	21%	13%	13%	16%	20%	21%	22%
7	9%	23%	26%	19%	20%	25%	21%	23%	24%
6	23%	23%	23%	23%	22%	22%	19%	20%	19%
1 to 5	44%	34%	21%	39%	39%	29%	22%	22%	20%

WRITING – Top 3 Bands – Improvement continued in this area through 2014 with 32% in the top 3 bands compared with 19% the previous year as a result of continued focus on Writing. The school continued to perform better than Like schools.

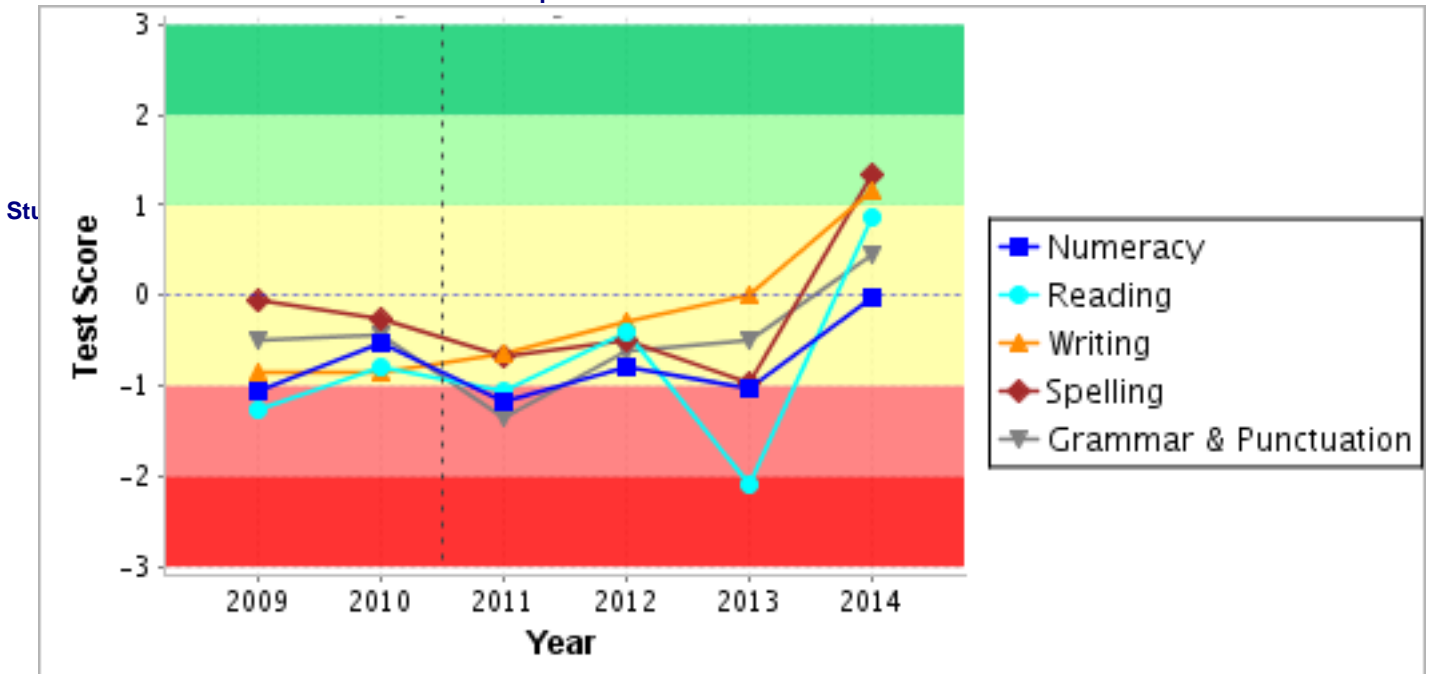
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Comparative Performance for Year 9

Year 9	Performance											
	2009	2010	2011	2012	2013	2014						
Numeracy	3	2	3	2	3	2						
Reading	3	2	3	2	3	2						
Writing	2	2	2	2	2	1						
Spelling	2	2	2	2	2	1						
Grammar & Punctuation	2	2	3	2	2	2						

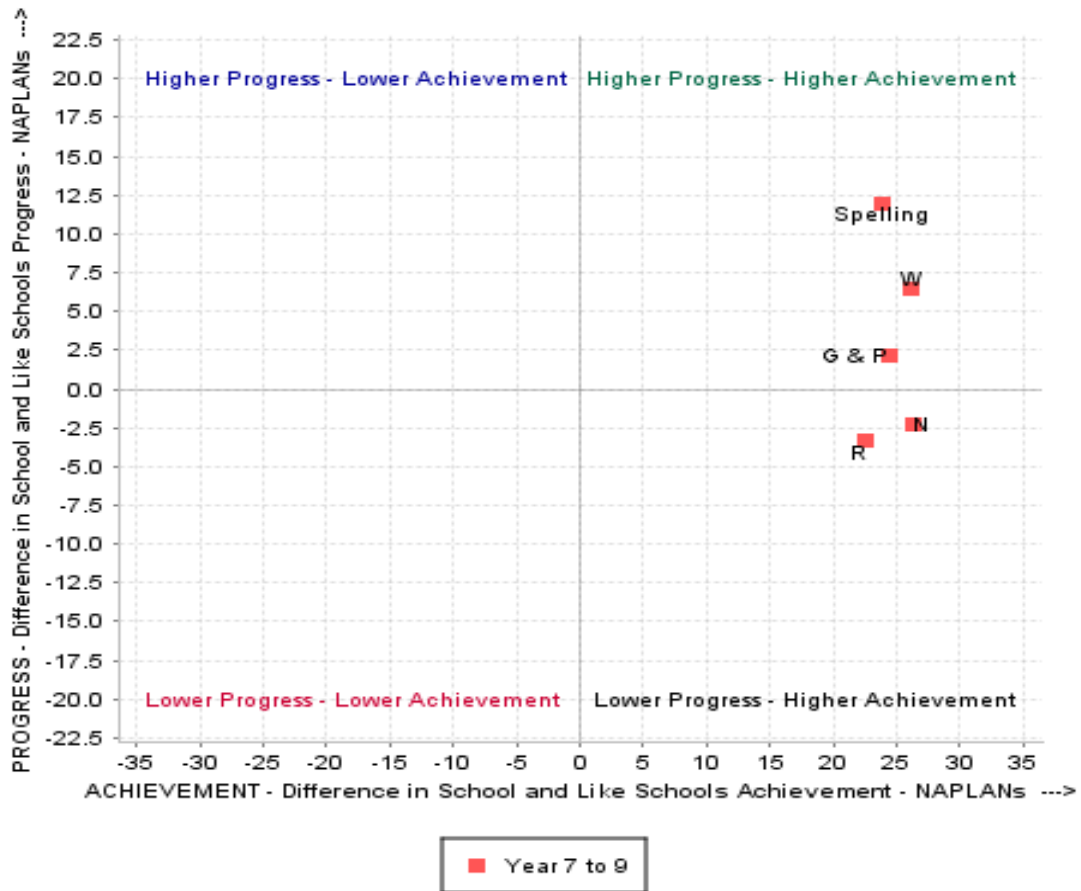
1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

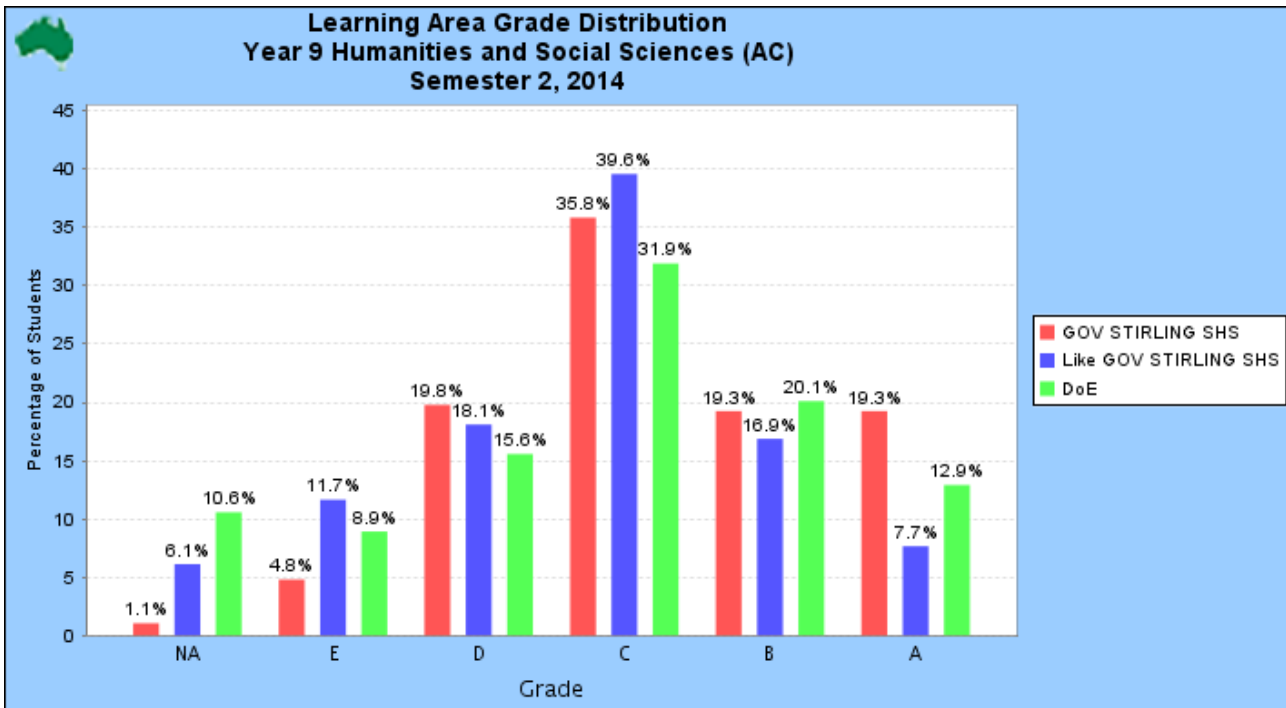
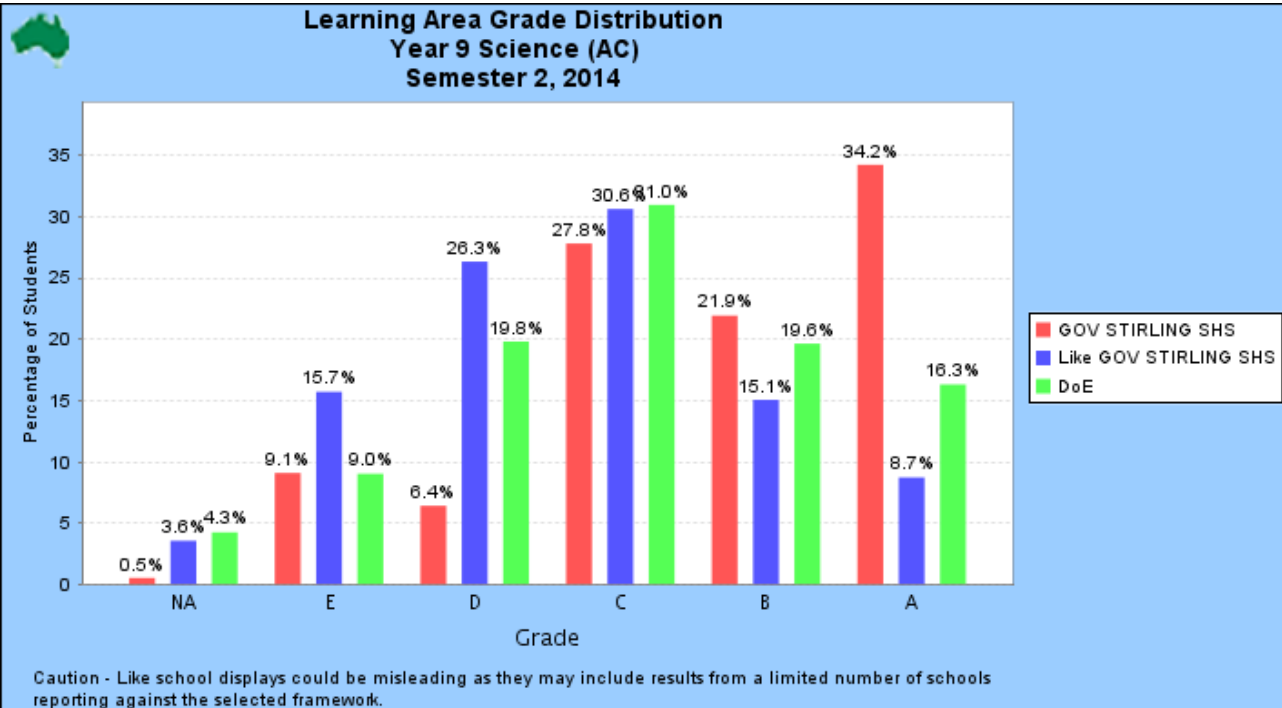
Year 9 Performance – standard deviation from predicted school mean



Student Progress and Achievement Compared with Like Schools

NAPLAN Year 7 2012 to Year 9 2014 - Governor Stirling Snr High Sch





Performance Analysis – Year 9 Science and Humanities & Social Sciences

From the Graphs above, the following is noted:

Science – 56% of students achieved A/B grade compared to 24% in Like schools. Less students achieved below a C grade than Like schools.

Humanities & Social Science – A greater proportion of students (38.6%) achieved A/B than Like schools (24.6%) as well as a lower proportion achieving less than C grade.

These better results reflect the improved literacy across the year group from strategies adopted over the last two years.

Student Performance – WAMSE – Relative Assessment

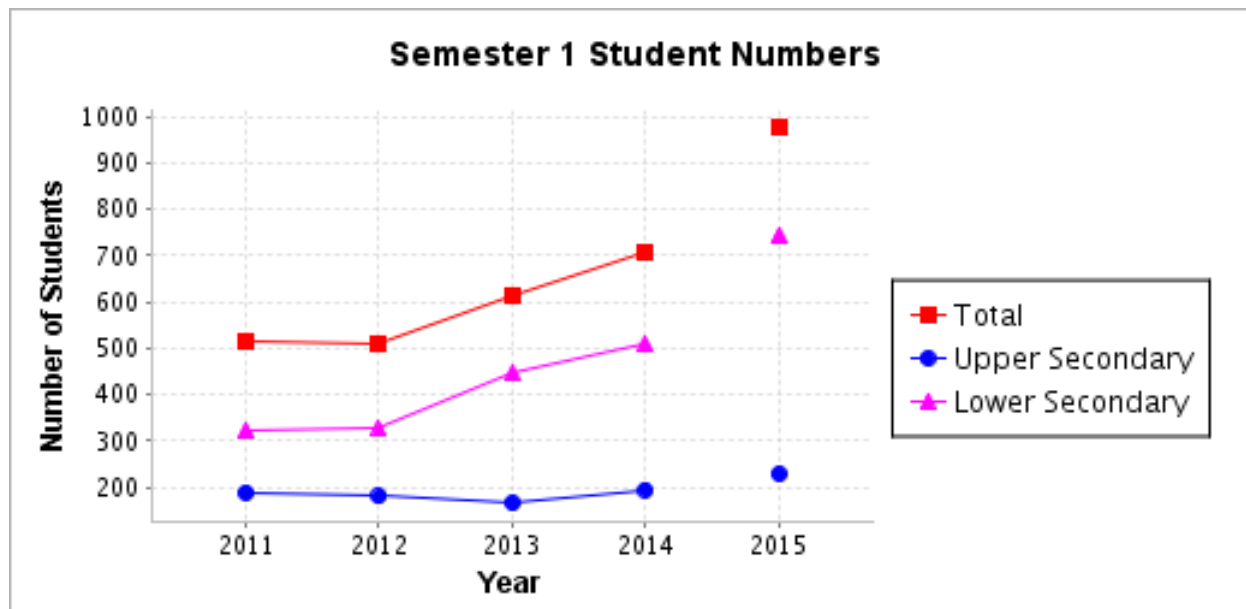
	Science			Society & Environment		
	2011	2012	2013	2011	2012	2013
Year 9	2	2	2	2	2	2

1 **above expected** – more than one standard deviation above the predicted school mean

2 **expected** – within one standard deviation of the predicted school mean

3 **below expected** – more than one standard deviation below the predicted school mean

STUDENT PARTICIPATION – NUMBERS and TRENDS



Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2012	86%	84.6%	89.3%	77.8%	69.4%	67.9%	84.5%	81.6%	87.7%
2013	86.9%	85.6%	89.1%	74%	68.2%	67.2%	84.9%	81.9%	87.4%
2014	87.6%	86.1%	88.6%	77.4%	69.3%	66.3%	86.2%	83.3%	86.9%

Secondary Attendance Rates

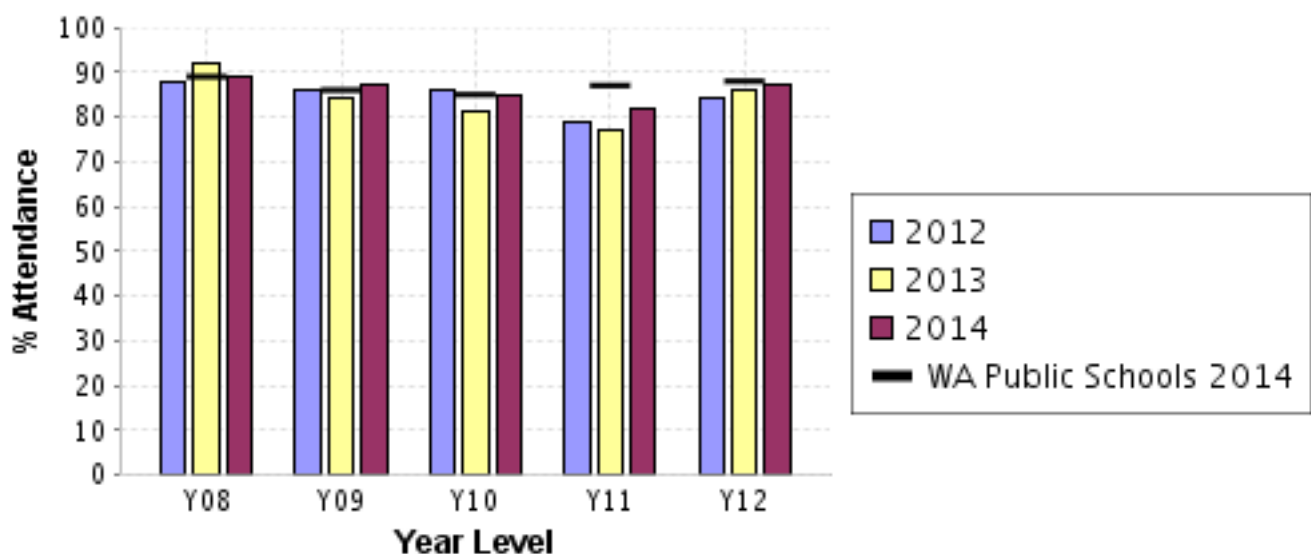
	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2012	45.2%	27.5%	18.8%	8.3%
2013	59.0%	14.5%	15.7%	10.6%
2014	51.9%	28.1%	13.3%	6.4%
WA Public Schools 2014	59.0%	22.0%	11.0%	7.0%

ABORIGINAL STUDENTS – Attendance continues to be above State average at 77.4% and better than the previous year (74%). NON-ABORIGINAL STUDENTS – Attendance rate has improved slightly from the previous year and compared to the State

Student Attendance Overall (%)

Although attendance decreased overall during the re-building of the school due mainly to the dislocation that resulted from having students on split sites, in 2013, there was a marked improvement particular by Year 8 students in semester one. This improvement continued in 2014 to 86.2%, the closest to State (86.9%) for some time. Attendance improved slightly across all year levels except Year 8.

Attendance % - Secondary Year Levels



Staff Profile 2014

Administration Staff	No	FTE	ABL
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Heads of Departments and Learning	5	5.0	0
Program Coordinators	2	2.0	0
Total Administration Staff	10	10.0	0

Teaching Staff	No	FTE	ABL
Level 3 Teachers	4	4.0	0
Other Teaching Staff	59	54.8	2
Total Teaching Staff	63	58.8	2

School Support Staff	No	FTE	ABL
Clerical / Administrative	13	11.9	4
Gardening / Maintenance	1	1.0	0
Instructional	3	2.0	2
Other Non-Teaching Staff	8	6.8	0
Total School Support Staff	25	21.6	6

Total	98	90.4	8
--------------	-----------	-------------	----------

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.