



GOVERNOR STIRLING SENIOR HIGH SCHOOL

Honour Before Honours

Annual Report 2010

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 also sets out priorities for improvement during 2011. 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 in its present location on the banks of the Swan River in Woodbridge in 1958. The school draws students from a wide range of feeder primary schools throughout the Swan District, and enjoys a strong sense of tradition and an outstanding 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 – the Access programs for Year 11 and 12 students and the Year 10 Aboriginal School Based Training Program. These successful engagement programs were a direct response to the increase in the school leaving age and meeting community needs.

The school commenced with an enrolment of 606, 129 students less than the previous year.

With numerous sporting facilities including a boathouse on the river housing kayaks and canoes, the school is able to satisfy many sporting interests of its students. A special football program attracts talented students, with the highlight of the year being a trip to Melbourne. Students compete with other talented students from both government and non-government schools. A special netball program is offered to students selected from within the student population enabling talented students to achieve very high level outcomes in this field. Students also have the opportunity to undertake cultural exchange programs overseas. Governor Stirling students travel to Fukuoka, Japan, every second Year and engage in cultural visits from Seinan Gakuin High School, Japan. Each year students from other countries attend the school for the experience of learning another language.

The school has enjoyed a long and positive relationship with Swanleigh Residential College. Under the authority of the Anglican Church, students attended Governor Stirling Senior High School as the preferred government school for rural students seeking a public school education in the metropolitan area. Unfortunately, 2010 was the last year of operation for Swanleigh as a residential college for rural students.

Features of the Learning Program

The school offers a comprehensive program of study in line with the Curriculum Framework. Students in Years 8 to 10 study a variety of subjects from the eight Learning Areas of the Curriculum Framework. Several programs are offered designed to support students who have needs outside the main curriculum. These include the selective academic program for gifted and talented students, the Academic

Extension Program which runs parallel with the gifted and talented program, the Education Support Program, school-based specialist programs, university entrance (WACE) courses and vocational education and training (VET) programs. Courses included Certificate 1 in Information Technology, Automotive, and Hospitality; Certificate of General Education for Adults (Cert. 1 & 2); and Certificate 2 in Business. A significant number of students also completed profile courses at PolyTechnic West and Central Institute of Technology, School-Based Traineeships and apprenticeships through the School Apprenticeship Link (SAL) programme. These are popular courses that include workplace learning, and provide school to work transition pathways for various students in Years 10 to 12. Cafe Orne, outstanding computer resources, and the generously equipped Design and Technology prevocational workshop area provided valuable, practical experiences in a pre-work environment for these courses.

Historically, the school has an ethos of excellence that sets the expectation students will achieve to the best of their ability. The wide range of courses students now access allows a greater range of students to aspire to excellent levels of achievement.

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 2010, 50 students, selected from State-wide testing, participated in the Year 8 to 10 program.

Specialist Programs – School Based

Three specialist school-based programs offered students the opportunity to experience extension in Australian Rules Football, Netball and Dance. The Football Program, which commenced in 2001, has had significant success. Five students have been successfully drafted into the AFL in 2007 and 2008. In 2010, the school was also successful in winning the Senior 'Cable' Division of the Belt Up Cup championship, beating Clontarf in the Grand Final played at Subiaco Oval.

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

The special Dance program provides students the opportunity to excel in this art form. Students perform in the Rock Eisteddfod every second Year. Students are exposed to a variety of dance forms and performances which included The Sapphires, STEPS Youth Dance Company, WA Ballet Youth Gala Presentation, Contemporary and Spanish and performances from Buzz Dance Theatre Company.

Aboriginal Education Programs

The school caters for a range of student needs by offering programs that support and extend students.

The Aboriginal School Based Training Program caters for Year 10 students with a vocational focus. These students undertake the Certificate 1 in Leadership Development. 12 students successfully completed this certificate in 2010.

The Follow the Dream/Partnerships for Success Program caters for students from Years 8 to 12 who aspire to enter university. In 2010, there were 21 students in the program participating in homework classes and a variety of extra-curricula activities. The program continued to achieve a high success rate with 100% Year 12 graduation rate. The October Camp to Rottneest Island for Year 8 – 10 students not only further developed leadership competencies and collaboration skills but also extended students' cultural learning, social skills and knowledge. The sudden death of a Year 12 Indigenous student in Term 4 had a significant detrimental effect on a number of students and impacted on attendance in homework classes.

The Indigenous Tutorial Assistance Scheme (ITAS) supports students from Year 8 to 12 to improve their literacy and numeracy skills. A strong support team, including 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.

The Indigenous Futures (Swan) project, a partnership between Governor Stirling, Lockridge and Swan View Senior High Schools and supported by the Beacon Foundation, continued to support school to work transition, with a number of students participating in the driver training program.

NAIDOC Day was again celebrated across the school. Activities included a whole-school assembly, musical performance, story-telling, workshops and presentations, and basketball between students and the Police Basketball Team.

Support Programs for Students

The school received \$137,384 through the School Support Programs Resource Allocation (SSPRA), which included funding for Behaviour Management and Discipline (BM&D) Program to reduce class sizes in Year 8 and 9 and support students in need from Years 8 - 10.

During 2010, the school provided a range of programs or support through various funding sources to engage alienated school students. These included:

- Teacher Aides
- Classroom Management Instructional Strategies (CMIS) coordination and professional development
- Literacy support
- Learning Support Coordinator

Senior school students were again supported in various ways, including study skills programs, excursions and tutoring programs funded by the Department of Education via SSPRA.

Our Community

Governor Stirling SHS once again engaged in various initiatives to strengthen community relationships and enhance student learning. These included the No Dole, Polish and Mentoring Programs through the Beacon Foundation. Targeted programs such as ITAS, Follow the Dream/Partnerships for Success, the ASBT, and Indigenous Futures project have been successful in engaging Indigenous students in learning and their families with the school. The Swan Valley Cluster involving Lockridge SHS, Swan View SHS and Governor Stirling SHS working together to support students across the Midland / Lockridge area has once again provided a strategic response to student needs.

The P&C and the School Council continued to support the development of the school. However, the financial contribution from the canteen continued to decline due to declining student numbers. Due to insufficient funds the P&C was not able to contribute to the school chaplaincy in 2010.

Nature of Catchment

As in previous years, the vast majority of students were from the local area and contributory primary schools. Only 18 students resided at Swanleigh Residential College from rural areas. Approximately 15% of students were centrally selected by the Department of Education to take part in the Gifted and Talented Education Academic program.

Enrolment

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

Table 1: Enrolment Trends (from Census 2006 – 2010)

Start of	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2006	222	207	207	225	178	1039
2007	182	245	217	205	149	998
2008	166	159	216	206	152	899
2009	134	152	157	178	114	735
2010	68	136	141	134	127	606

The school commenced 2010 with a total enrolment of 606 with 68 students in Year 8. Of these, approximately 23.5% were Indigenous students (Table 2), an increase from 2009. The reduced Year 8 population was largely due to the 'half cohort' which commenced in secondary schools in 2010.

Although Aboriginal student enrolment has increased over recent years as a result of the implementation of targeted programs, Aboriginal student retention to Yr 12 at 14% is less than the general cohort but an increase on the previous year.

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As noted last year, the steady decline in the Year 8 enrolment has continued into 2010, exacerbated by the 'half-cohort', and is likely to continue until the re-building program is completed.

Table 2 Student Profile 2010 June

	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Total	70	129	133	105	114	551
Aboriginal ¹	16	28	26	22	16	108
GATE	11	19	20			
Dance	0	13	9	7	7	36
Football	16	24	29	14	18	101
Netball	14	17	11	18	7	67
FTD						21
ITAS						
Access 11/12						20
VET - B&C				16		
VET - B&H					12	
VET - Auto				16	16	
VET - Work Prep					15	
Swanleigh						17

¹ March 2010

	Year 8 2010	Year 8 2009	Year 8 2008	Year 8 2007	Year 8 2006	Year 8 2005
Aboriginal ¹	23.5%	20.9%	15.2%	16.3%	10.0%	16.0%

Student enrolment in the Gifted and Talented Education program increased slightly in 2010 to 15.7% compared to 2009, but is still less than expected. The closure of Swanleigh Residential College and the re-building program is likely to continue to impact on enrolment in the short term.

The proportion of students in school-based specialist programs increased to 37.0% in 2010 (up from 35.1% in 2009 and 25.1% in 2008). Football continues to be the most popular program. The number of students completing VET certificate courses also increased in 2010 to 43% (19% in 2009) even though a significant number throughout the year moved into work or apprenticeships/ traineeships.

School Finances 2010

School Budget Summary

Carryover from 2009	475,405
Total Revenue 2010	1,166,275
Total Expenditure 2010	1,272,115
Carryover to 2011	198,653

Supplementary Funding

Behaviour Management and Discipline Funding	137,384
ITAS	78,203
ETTP Funding	18,388

Contributions and Charges 2010

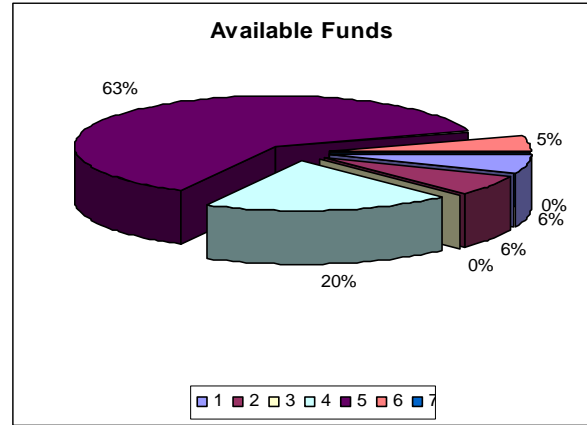
The percentage of contributions and charges collected from parents during 2010 was 52%, significantly lower than the previous year (75% in 2009). This figure has been declining since 2004, and is of concern as the resources available for student learning are directly impacted.

Parents and Citizens Association

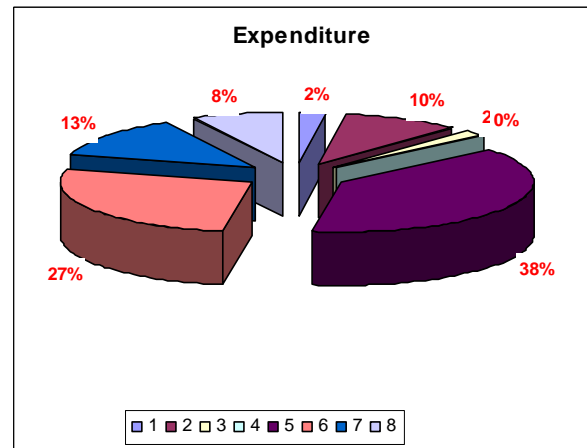
The P & C did not contribute towards school funds in 2010 due to insufficient profit from canteen operations. The canteen turnover was significantly lower as a result of the reduced student enrolment.

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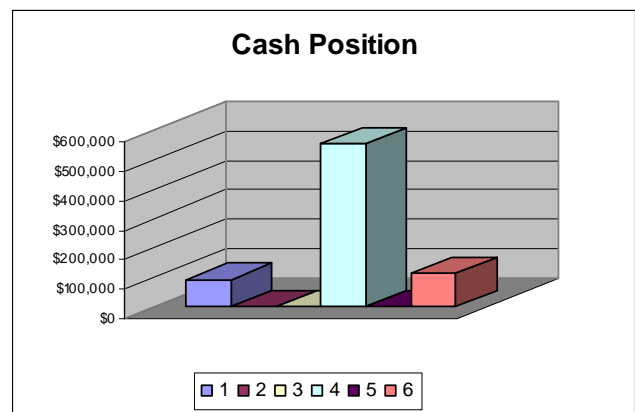
Income		
	Budget	Actual
1 Voluntary Contributions	\$160,201	\$75,785
2 Charges and Fees	\$124,479	\$72,672
3 P & C Contributions	0	0
4 Fundraising and Donations	\$232,657	\$232,657
5 State Government Grants	\$729,012	\$729,012
6 Miscellaneous	\$25,767	\$56,150
Total Income	\$1,272,116	\$1,166,276
7 Carry Over Balance	\$475,405	\$475,405
Total Funds Available	\$1,747,521	\$1,641,681



Expenditure		
	Budget	Actual
1 Administration	\$34,000	\$32,858
2 Utilities	\$145,144	\$144,375
3 Repairs and Maintenance	\$25,000	\$25,000
4 Capital Works	\$0	\$0
5 Assets and Resources	\$554,970	\$554,970
6 Education Services	\$384,814	\$384,814
7 Miscellaneous	\$379,976	\$189,116
Total Expenditure	\$1,523,904	\$1,331,133
Transfer to Asset		
8 Reserves	\$111,895	\$111,895
Total Funds Carry Forward	\$111,722	\$198,653



Cash Position as at: 31 December 2010	
Bank Balance	\$757,904
Made up of:	
1 Carry Over Grants (committed)	\$91,212
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$554,970
5 Suspense Accounts	\$0
6 Uncommitted Funds	\$111,722
Total Bank Balance	\$757,904



PART TWO:

School Improvement and Priorities

The IDEAS Process

The school continued the IDEAS project through 2010, but not as actively as in previous years. The emphasis was on embedding the school values and School-Wide Pedagogy (SWP) into everyday practice. The IDEAS team developed posters on the school values for classroom use and a framework for embedding one or two SWP elements - Innovative, Engaged, Relevant, Collaborative, Preparedness - into practice that could also be used as a framework for teacher performance management.

Due to the relocation organisation in the second half of the year taking priority, it was difficult to sustain the earlier momentum. However, it is planned to continue with this process during 2011.

Whole School Approaches

Whole school approaches to literacy, numeracy and behaviour management continued throughout the year. These approaches, together with the IDEAS program, have been successful vehicles to reinvigorate teacher engagement in school improvement.

Re-Building Program and Relocation

Planning for the \$63M re-building program continued through 2010 with the project going to tender in the latter part of the year. The contract was eventually awarded to Pindan Constructions.

Planning for the relocation of the entire school began from the start of the year and increased in intensity as the year progressed. The planned relocation was to relocate the Year 11 and 12 students on to the Cyril Jackson Senior Campus site and the Years 8, 9 and 10 students to the old Midland Primary School site. The relocation planning process was effectively managed with the aid of two project managers from the Swan District Education Office, who liaised between the schools, central office and the various contractors, and working with a joint management committee from Governor Stirling Senior High School and Cyril Jackson Senior Campus. The relocation involved sourcing and moving a large number of transportable classrooms and specialist facilities onto both sites so that Governor Stirling was able to continue to offer a full range of courses and programs on the two separate sites. This meant converting Midland Primary School into a secondary school with specialist facilities such as science, home economics, art, music, D & T. To facilitate this, the Department provided the following assistance: 1) 30 minutes of student free planning time each week for terms 3 and 4, 2) the last three days of the school year as student free days for packing and moving; 3) one additional

student free day at the commencement of the 2011 school year at the Midland Campus. Although a number of transportable classrooms were delivered during term 4 of 2010, the December – January school vacation period was the most intense. Delays in completing various aspects of the relocation, for example, sewerage, water and gas, air-conditioning, ICT issues, workshop space at Bassendean, meant that the school was not fully functional at the beginning of the year. As a result, it took some time into Term 1 of 2011 for all work to be completed, impacting overall on teaching and learning.

Expert Review Group (ERG)

An extensive review of the school was conducted by the ERG in February, 2009. The review identified strengths and weaknesses of various areas of school operations and performance, and outlined a number of prescribed strategies for improvement. A review by the ERG in November, 2009, of progress towards implementation of the prescribed strategies found that good progress had been made by the school in almost every area identified for improvement. A further review conducted in April, 2010, concluded that the school was making good progress in all aspects of the prescribed strategies.

Improving Student Performance

A number of strategies, which were developed during 2009 aimed at improving student performance, together with the ERG prescribed strategies, continued during 2010 as the basis of student improvement. The emphasis was on both short and long term strategies.

Strategies focussed on in 2010 include:

- Reviewing improvement planning cycle at program and learning area level where planning is evidence-based and consistent across learning areas.
- Linking planning to accountability at the learning area level.
- Through performance management, linking analysis of student performance data – NAPLAN, FIRST CUT, SAIS – to learning area planning.
- Continued monitoring of student behaviour data and review of behaviour management processes.
- Review revision program for senior school students.
- Review counselling process for Year 10 to Year 11 courses.
- Continued networking with GATE schools, and sharing GATE strategies.

Literacy and Numeracy

Professional development of key staff on NAPLAN and First Cut data during 2009 formed the basis of literacy and numeracy planning for 2010. Whole school literacy and numeracy plans were reviewed and modified so that identified areas of weakness formed the basis of explicit teaching. Funds continued to be allocated for a Literacy Coordinator to assist staff across learning areas and towards the use of the online Mathletics program.

Gifted and Talented Education

Gifted and Talented Education activities at Governor Stirling continue to extend and enrich curriculum delivery through differentiated learning programs in Years 8 to 10. Year 8 focus on personal learning and thinking skills is now encapsulated in bespoke Habits of Mind Passports to Learning. This continues in Year 9, serves as a monitoring tool, and promotes a gifted and talented learning culture. Excursions and activities including Tournaments of Mind, Race Around Campus (UWA Aspire), WA Debating League are now in their second or third year with sufficient levels of expertise that older students coach and promote engagement among Year 7 and 8 students, thereby providing leadership opportunities.

Collaborative learning strategies are enhanced in self-directed tasks across learning areas. These included:

- UWA activities in physics, astronomy and art
- involvement with SKM Exposed engineering activities (Year 10)
- BHP Petroleum Club (Year 10)

Through links with the Swan PEAC program, the Homework Club at the school, and the Thinking Science Australia program initiative, students are provided with numerous avenues to achieve excellence.

Quality Teaching and Learning

Performance Management continues to be the vehicle for the identification of performance improvement areas through self-reflection. Reflective practices focusing on developing appropriate curriculum, effective pedagogy, and assessment structures continue to be a priority.

Even though improvements were observed in the 2010 data in the areas of numeracy, reading, spelling and grammar and punctuation, more still needs to be done on the use of student performance data to identify students at risk and devise appropriate learning strategies.

Targeted Professional Learning for 2010 included:

- Classroom Management Strategies (CMS) training for four additional teachers.
- Gifted and Talented Education programs for GATE Coordinator

More is required in the following areas:

- Use of the teacher competency and leadership frameworks in performance management
- Continued professional learning for teachers on the analysis of student performance data (SAIS, NAPLAN)
- Targeted Level 1 and 2 CMS professional learning for more staff
- Continued engagement with IDEAS process, particularly with regard to embedding SWP

Attendance

Student attendance continued to be a priority during 2010 and was closely monitored during the year. Revised structures and procedures from the previous year were implemented and monitored. Closer monitoring and revised processes have led to a slight improvement in attendance rates.

Information Technology Provision

Preparation for the relocation onto split campuses in 2011 mainly involved the consolidation of ICT infrastructure. Considerable planning and coordination with central staff, project coordinators and school ICT staff was conducted in 2010. Dual sets of Administration and Curriculum servers as well as broadband facilities were incorporated into the overall ICT design.

Limited ICT purchases of new equipment and upgrades were carried out in 2010, mainly as a result of the relocation. These were:

- 3 new computer systems and 2 upgraded systems for the school administration
- 2 new computer systems for the curriculum network
- A new NAS server to enable a back-up facility for the Midland curriculum server

Priorities for 2011

- Continue implementation of ERG strategies
- Continued improvement in student performance
- Communication – staff, students and parents
- Improve literacy and numeracy

PART THREE

School Performance and Student Achievement

2010 Highlights

Overall

- Special AFL Football Program – 3 students selected in State Schoolboys' 15 Yr Olds; 9 boys colts representatives at Swan District Football Club
- Senior Football Team – winners Cable Division of Belt Up Cup Championship
- Year 11 Football Program Educational Tour – Melbourne
- Year 10 Football – 3rd place in AFL Sportsready Cup Finals Series
- Special Netball Program - Year 11 and 12 Asian Tour April holidays
- Year 10 Special Netball Girls participation in Gold Coast Canterbury Netball Carnival – Australia and New Zealand
- Year 9 Special Netball participation and runners-up in Great Southern Regional Carnival
- GATE student Year 9 Kalgoorlie mining excursion
- Governor Stirling – Scitech Eastern Cluster Project development with main feeder Primary Schools
- 3 Certificates of Distinction in Australian Mathematics Competition
- Participation of Year 8 GATE students in Mathematics Olympiad
- Student award in Western Australian Young Travel Writers' Competition
- Student Distinction in National Geographic Competition
- Year 10 GATE student Canberra Tour
- WA Debating League – Year 10 team Runners-Up
- Arts students participation in YOHFEST
- Year 12 Art and Design (Photography) entries Perspectives and Young Originals – student exhibits in Young Originals
- Excellent Aboriginal student attendance and participation rates – significantly above State average
- Highly successful Follow the Dream achieved 100% Indigenous students' graduation.
- 12 ASBT students completed Certificate 1 in Leadership Development
- One traineeship from ASBT program
- Year 8 – 11 Indigenous student RESPECT project performance for LandCorp Reconciliation Action Plan Launch in March 2010
- Annual Dance evening – DANCE EXTRAVAGANZA
- Music student participation in International Classical Guitar Ensemble Festival 2010 and My Big Gig Competition
- Year 11/12 School Ball
- Student Council Leadership Program – UWA
- Year 12 Dance student accepted for Moulin Rouge Paris
- Year 10 D&T student participation in CO2 dragsters competition
- Three Year 11 students gained Public Service School-based Traineeships; one Traineeship in Hospitality; one Traineeship in Plumbing
- Two completed Certificate 2 in Business; one Certificate 2 in Retail; one Certificate 2 in Recreation; 16 Certificate 1 in Automotive

Year 12 Performance

- Two Certificates of Excellence
- 95% Graduation rate
- Stage 2 Economics – 16% above State
- Stage 2 Biology – 12% above State
- Stage 3 A/B Maths Specialist – 12% above State
- Stage 3 A/B Mathematics – 9.7% above State
- Stage 3 C/D Mathematics – 3.5% above State
- Stage 2 Design (Photograph) – 1.7% above State
- Stage 3 Human Biology – 1.5% above State

Year 12 Results

Student Participation

	Eligible Y12 Students	Number acquiring a TER (ATAR)		VET – UoC participation Rate		VET – No of students completing a Cert II or higher	
2008	103	31	30%		30%		16%
2009	90	37	41%		40%		19%
2010	101	42	42%		46%		43%

The number of students participating in Year 12 increased in 2010 due to the size of this cohort in 2009. The proportion of students undertaking university entrance examination courses remained approximately the same as the previous year. There was, however, a marked increase in the number of students participating in vocational education and training and completing a VET certificate course.

Graduation Rate

Secondary Graduation is a strong indicator of school success and student achievement as it takes into account the range of courses studied by students. Better course counselling and monitoring of student performance during the year resulted in students being more appropriately placed, leading to a higher graduation rate than the previous year.

	Eligible Year 12 Students	Percentage achieving WACE
2008	103	94%
2009	90	89%
2010	101	95%

Year 12 Student Performance

The following tables show the percentage of Year 12 students achieving 75% or better in at least one TEE subject or WACE course, the percentage that were in the top tertile, and median Tertiary Entrance Scores.

	Number acquiring an ATAR / TER	Number achieving one or more scale scores of 75+	Percentage achieving one of more scaled scores of 75+
2008	31	3	10%
2009	37	1	3%
2010	42	7	17%

The results show that after a significant decline in TEE performance from 2007 to 2009, there was a marked improvement in WACE course performance in 2010. These results follow from the improvement strategies put in place in 2009 and 2010, including closer monitoring of the A / B grade interface and better counselling, course selection and grading processes.

Overall TEE Performance

	Relative Performance
2008	-0.7
2009	-1.5
2010	-0.2

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	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
	No data available or number of students is less than 10

Median Tertiary Entrance Score (TES)

	School	Like-Schools	State
2008	67.6	0.0	78.2
2009	59.1	68.3	77.6
2010	64.4	68.1	75.1

State is the median TES for all government school students
 'Like Schools' (Band) is the median TES for all students in schools with similar characteristics.

Percentages of students in the top, middle and bottom thirds of the State and Like Schools TES

	School			Like-Schools		
	2008	2009	2010	2008	2009	2010
Top 33%	7%	5%	14%	0%	14%	18%
Middle 33%	32%	16%	19%	0%	32%	36%
Bottom 33%	61%	78%	67%	0%	54%	46%

State is based on all students from both government and non-government schools.
 Band is based on students in 'like schools' – government only

WACE Examination Participation

	Eligible Year 12 Students	TER (ATAR) Students	%TER (ATAR) Students
2008	103	31	30%
2009	90	37	41%
2010	101	42	42%

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Student Performance - Stage 2 and/or 3 Courses

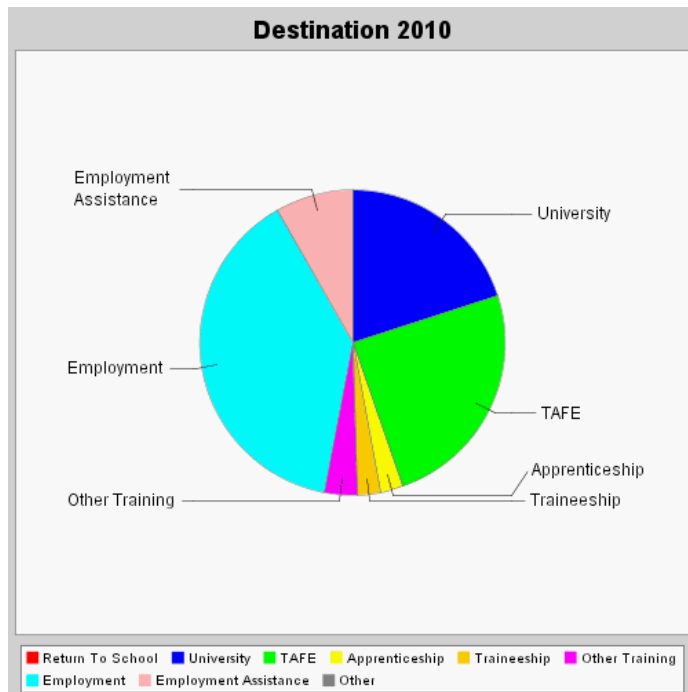
Student Performance – Stage 2 and/or 3 Courses

Physics	3		2	6		12
Visual Arts			2			7

Course	Performance			Students		
	2008	2009	2010	2008	2009	2010
Applicable Mathematics	2	3		7	7	
Art		2			8	
Biological Sciences			3			7
Biology	2	2		8	9	
Chemistry	2	3	2	6	6	15
Dance		3			6	
Discrete Mathematics	3	3		24	28	
Drama		2			10	
English	3	2	3	33	37	39
Geography	2		2	6		8
History		3			13	
Human Biological Science			2			22
Human Biology	2	2		13	9	
Mathematics			2			30
Modern History			2			7
Physical Education Studies			2			7

With respect to individual TEE subject/ WACE course performance, again, the majority of subjects had 10 or less students enrolled, and, as such, performance in these could not be meaningfully compared to the State or like schools (Band). However, of the five subjects that could be compared statistically, the performance in four was as expected (Chemistry, Human Biological Science, Mathematics and Physics). English performance was below expectation. In other Courses, performance in all but Biological Science was as expected.

Student Destinations 2010



Recommendations for 2011:

- Review courses offered at Year 11 level.
- Provide university pathway students with examination literacy from TEE / WACE markers and university information sessions.
- Encourage students to attend Career Expo and educational institution open days.
- Encourage cross-marking of examinations / extended answers by teachers
- Continue with other 2010 improvement strategies

	Intention 2009	Destination 2010	Variation
Return To School	0.0%	0.0%	0.0%
University	34.9%	20.0%	-14.9%
TAFE	28.6%	24.7%	-3.9%
Apprenticeship	14.3%	2.4%	-11.9%
Traineeship	4.8%	2.4%	-2.4%
Other Training	3.2%	3.5%	0.4%
Employment	14.3%	38.8%	24.5%
Employment Assistance	0.0%	8.2%	8.2%
Other	0.0%	0.0%	0.0%
Total	100%	100%	-

A slightly higher proportion of students continued in some form of education or training in 2010 (53.0%) than in the previous two years (2009 - 51.4%, 2008 - 49.4%). However, the proportion of students entering direct employment increased from 25% in 2009 to 38.8% in 2010.

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Student Performance – Relative Assessment – Year 9

Student Performance – Proficiency Bands - Numeracy

Band	Year 9 Numeracy					
	School		Like Schools		State	
	2010	2009	2010	2009	2010	2009
10	3%	1%	3%	1%	6%	5%
9	4%	2%	6%	8%	10%	11%
8	22%	19%	18%	20%	22%	21%
7	28%	36%	35%	35%	29%	29%
6	30%	27%	28%	29%	22%	20%
1 to 5	12%	15%	10%	7%	9%	6%

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

Student Performance – Proficiency Bands – Reading

Band	Year 9 Reading					
	School		Like Schools		State	
	2010	2009	2010	2009	2010	2009
10	0%	2%	2%	2%	3%	3%
9	6%	8%	8%	9%	12%	12%
8	14%	19%	17%	24%	20%	23%
7	26%	22%	32%	27%	25%	23%
6	38%	28%	25%	23%	25%	17%
1 to 5	17%	21%	17%	15%	14%	13%

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

Student Performance – Proficiency Bands – Writing

Band	Year 9 Writing					
	School		Like Schools		State	
	2010	2009	2010	2009	2010	2009
10	2%	5%	3%	3%	6%	6%
9	6%	9%	8%	8%	10%	9%
8	18%	15%	21%	22%	22%	20%
7	14%	17%	21%	22%	20%	19%
6	38%	22%	30%	26%	25%	22%
1 to 5	22%	32%	18%	18%	16%	15%

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

Student Performance – Proficiency Bands – Spelling

Band	Year 9 Spelling					
	School		Like Schools		State	
	2010	2009	2010	2009	2010	2009
10	4%	1%	2%	2%	5%	4%
9	9%	6%	10%	7%	12%	9%
8	23%	23%	23%	21%	25%	20%
7	35%	32%	28%	33%	25%	29%
6	11%	16%	19%	20%	15%	16%
1 to 5	18%	21%	18%	17%	16%	13%

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

Student Performance – Proficiency Bands – Punctuation and Grammar

Band	Year 9 Punctuation and Grammar					
	School		Like Schools		State	
	2010	2009	2010	2009	2010	2009
10	2%	1%	4%	3%	7%	4%
9	7%	6%	6%	6%	10%	8%
8	13%	15%	19%	16%	20%	18%
7	38%	28%	30%	35%	28%	29%
6	24%	22%	23%	22%	19%	17%
1 to 5	15%	29%	18%	18%	18%	16%

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

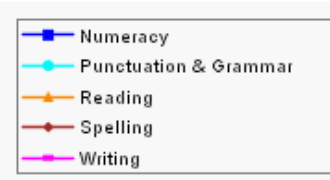
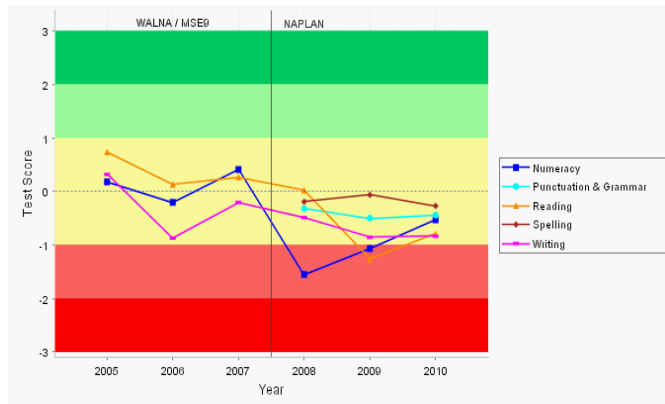
Relative Assessment Performance for Year 9

Year 9	Performance					Students				
	06	07	08	09	10	06	07	08	09	10
Numeracy	2	2	3	3	2	187	202	134	134	122
Punc/Gram			2	2	2			137	139	123
Reading	2	2	2	3	2	185	199	137	127	125
Spelling			2	2	2			137	139	123
Writing	2	2	2	2	2	184	198	137	135	125

- 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

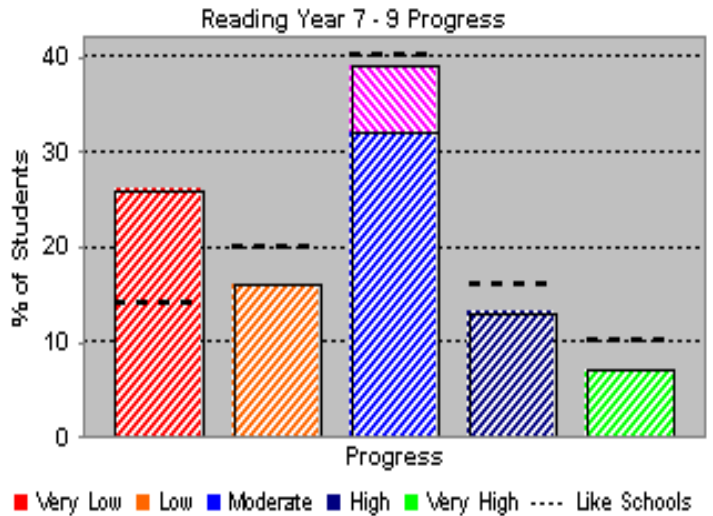
State-wide comparisons of student performance in key areas of literacy and numeracy show student performance was in line with expectations, but generally below like schools in reading, writing and numeracy, and better than like schools in spelling and grammar and punctuation.

Results show a marked improvement in Levels 1 – 6 for numeracy, spelling, and grammar and punctuation over 2009 performance. In particular, the proportion of students below the benchmark decreased significantly from 2009 in writing (32% to 22%) and grammar and punctuation (29% to 15%).



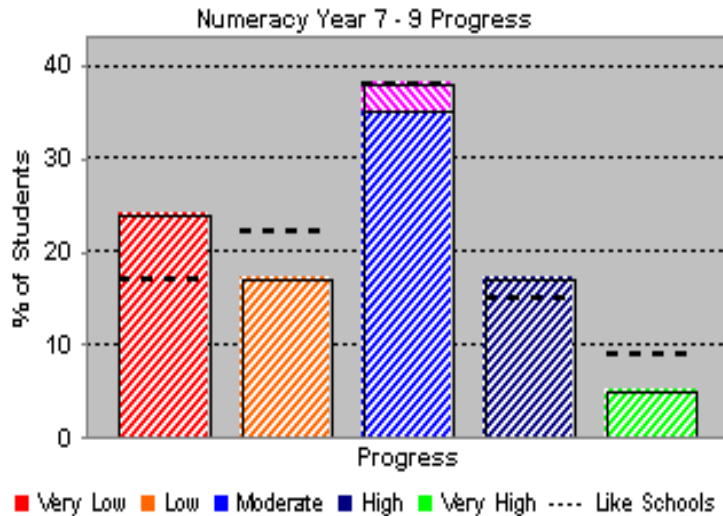
Student Progress – Year 9 – Reading and Numeracy

Reading



Progress data from Year 7 to Year 9 show that, while almost 60% made adequate progress in Reading, less students are making good progress when compared to like schools.

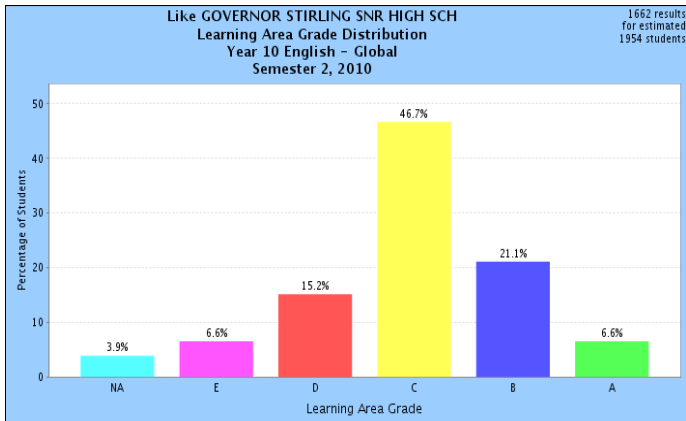
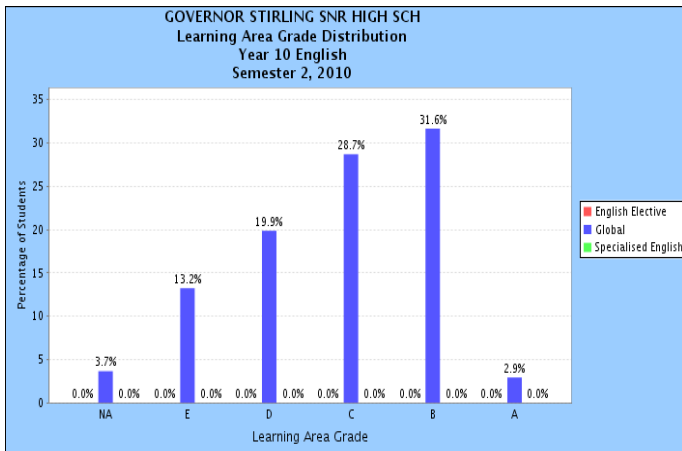
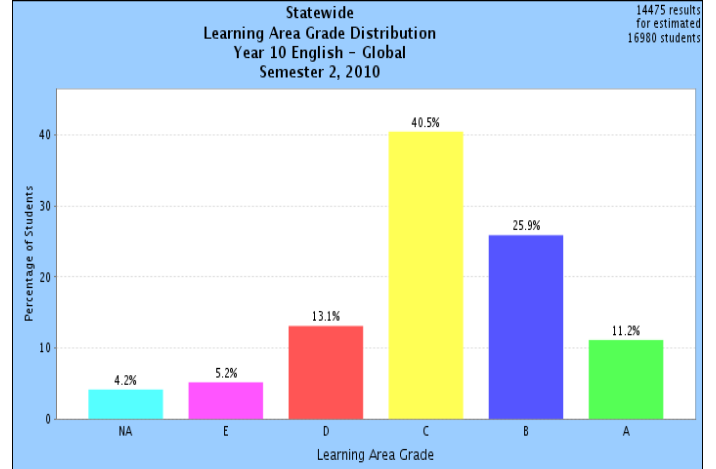
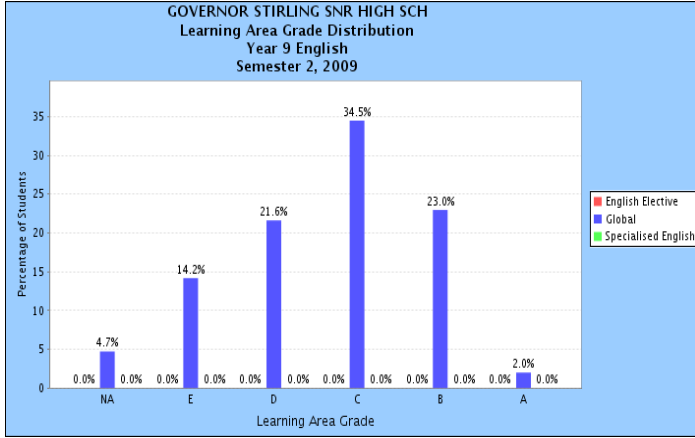
Numeracy



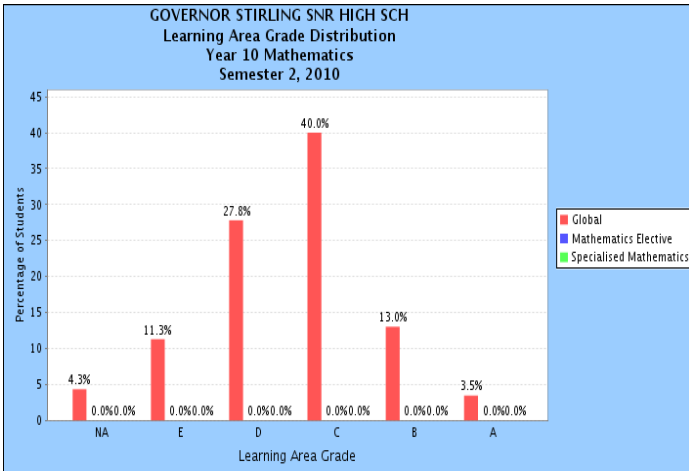
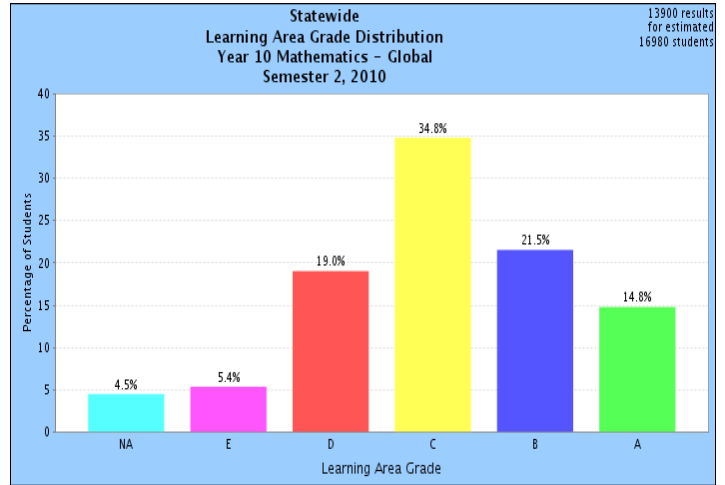
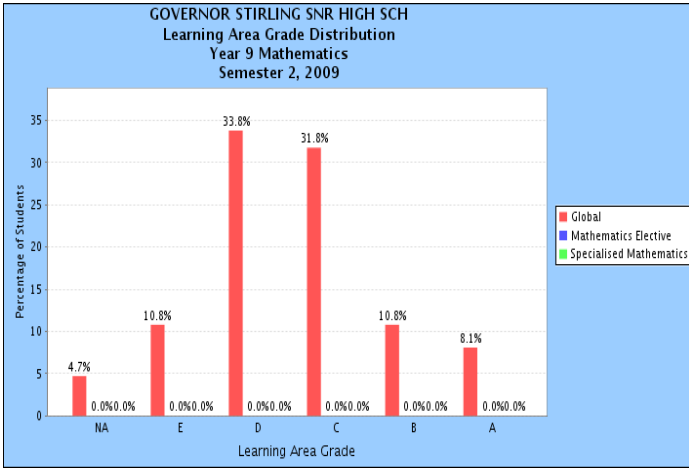
In Numeracy, better progress was made from Year 7 to Year 9 than previously. However, far too many students have made very low progress. Strategies will put in place to reduce this very low progress and add greater value to student learning in the middle years.

Student Progress Year 9 to 10 English and Mathematics

ENGLISH



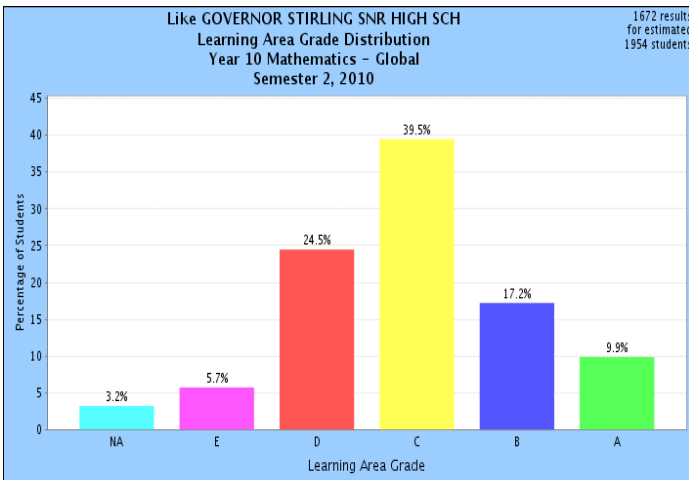
NUMERACY



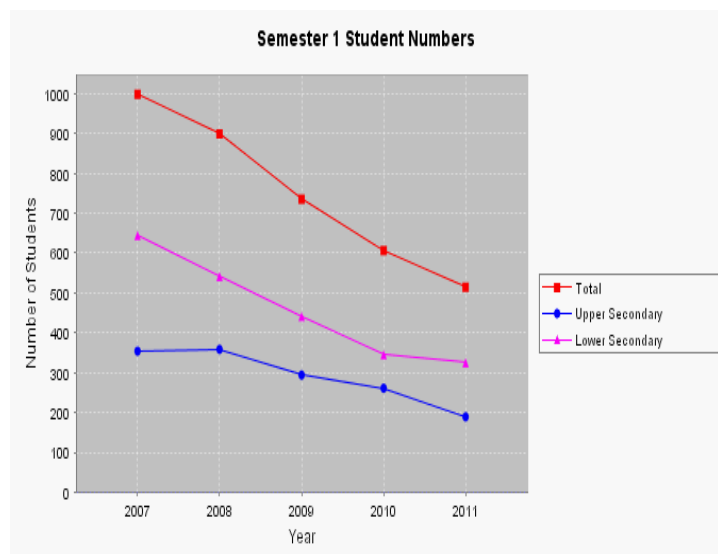
Performance Analysis – English and Mathematics

For the 2010 Year 10 cohort, in English, the A / B grade distribution increased from 25.0% in 2009 to 34.5% in 2010. This is higher than like schools (27.7%) but closer to the State performance (37.1%).

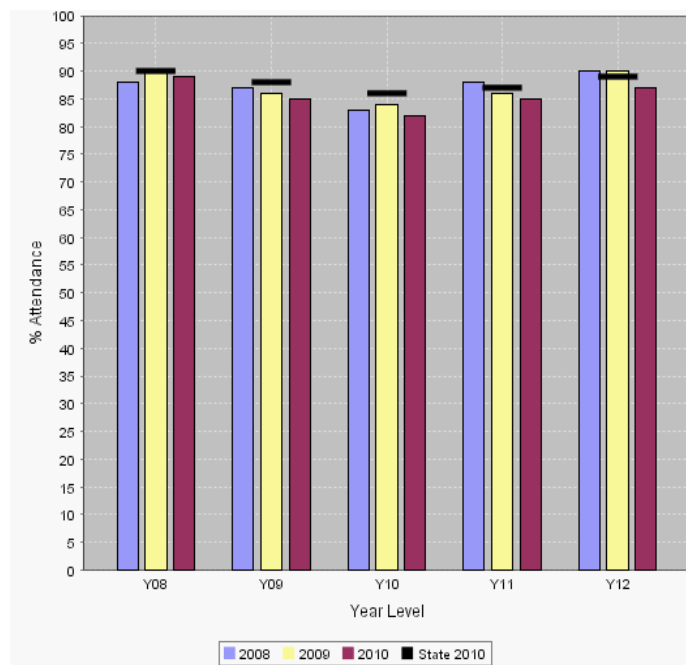
In mathematics, the 2010 Year 10 cohort again showed a drop in overall performance over the two year period but not as much as for the previous cohort, where the A and B grades had decreased by more than half. Year 10 performance is well below like schools (27.1%) and State (36.3%). The same factors identified previously remain as concerns to address - difficulty with abstract algebraic concepts and long term retention of concepts and principles. Current strategies will be reviewed to address these issues.



STUDENT PARTICIPATION – NUMBERS and TRENDS



Student Attendance by Year Levels



	Y08	Y09	Y10	Y11	Y12
2008	88%	87%	83%	88%	90%
2009	90%	86%	84%	86%	90%
2010	89%	85%	82%	85%	87%
State 2010	90%	88%	86%	87%	89%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2008	54.4%	28.8%	11.1%	5.5%
2009	59.0%	23.9%	12.3%	4.6%
2010	48.0%	25.1%	17.8%	9.0%
State 2010	60.0%	22.0%	11.1%	6.8%

GOVERNOR STIRLING SENIOR HIGH SCHOOL

Secondary Attendance Rates

Student Attendance Overall (%)

	Non - Aboriginal		Aboriginal		Total	
	School	State	School	State	School	State
2008	87.7%	89.1%	80.8%	67.4%	86.9%	87.6%
2009	87.6%	89.3%	82.0%	66.9%	86.8%	87.7%
2010	86.9%	89.2%	76.6%	66.6%	85.1%	87.6%

After an improvement in regular attendance rates from 2008 to 2009 to 59.0%, there was a marked decrease in 2010. Overall, however, attendance rates decreased slightly. This included Aboriginal student attendance which decreased from 82.0% in 2009 to 76.6% but is still significantly higher than State average. The planned relocation of the school, which has tended to unsettle students, has impacted on attendance rates.

Staff Retention and Staff Profile

The proportion of teaching staff retained from the previous year.

Staff Type	
Total Teaching staff – 2010	50.50
Teaching staff retained from previous year	46.0
Staff Retention Rate	91%

Staff Profile 2010

	FTE
Administration Staff	
Principal	1
Deputy Principals	2
Heads of Departments/Learning Areas	8
Program Coordinators	1
Total Administration Staff	12

Teaching Staff

Level 3 Teachers	3
Teachers	35.5
Total Teaching Staff	38.5

School Support Staff

Clerical / Administrative	6.25
Gardening / Maintenance	1
Other Non-Teaching Staff	11.35
Cleaners	5.5
Total School Support Staff	24.85

Total	75.35
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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 Western Australian College of Teaching.