



GOVERNOR STIRLING
SENIOR HIGH SCHOOL

Honour Before Honours

Annual Report 2011

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 2012. 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 feeder primary schools throughout the Swan District, and enjoys a strong sense of tradition and record of academic and sporting excellence.

During 2011, the school operated on two separate sites. Students were relocated to enable the old school to be demolished and the new school to be re-built on the same site. The rebuilding is scheduled for completion in December, 2012. The Years 8, 9 and 10 students were relocated to the Midland Primary School site in Williams Street. The Years 11 and 12 students co-located on the Cyril Jackson Senior Campus site.

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 as, senior school Certificate programs, the Access programs for Year 11 and 12 students and the Year 10 Aboriginal School Based Training Program. These 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 514, 92 students less than the previous year.

Although on temporary accommodation during the rebuilding program, sufficient facilities were available to enable a full range of programs to be offered on both campuses, including a boathouse on the river housing kayaks and canoes, enabling the school to satisfy many sporting interests of 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, school-based specialist programs, university entrance (WACE) courses and vocational education and training (VET) programs.

As a consequence of the co-location, senior school students were able to utilise the well equipped Cyril Jackson Senior Campus facilities such as library, dance studio, Recreation Centre and workshops

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 2011, 42 students, selected through 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. Since 2007, six students have been successfully drafted into the AFL. In 2010, the school won the Senior 'Cable' Division of the Belt Up Cup championship, beating Clontarf in the Grand Final. In 2011, the Senior team made the Quarter Finals and the Year 10 team reached the Grand Final round of the Sportsready Cup. Several students in the program are involved in the Swan Districts Football Club training squads.

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

In the special Dance program students are exposed to a variety of dance forms and performances which included STEPS Youth Dance Company, Contemporary and Spanish, and performances from Buzz Dance Theatre Company.

Vocational Courses

A variety of AQF certificate are available to students (see Table 2). Some include 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 courses include workplace learning, and provide school to work transition pathways for various students in Years 10 to 12.

Senior school students were again supported in various ways, including excursions, master classes and tutoring programs funded through SSPRA.

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 2011.

The Follow the Dream/Partnerships for Success Program caters for students from Years 8 to 12 who aspire to enter university. In 2011, there were 25 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 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 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 \$126,432 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 2011, the school provided a range of programs or support through various funding sources to engage alienated school students. These included:

- Teacher Aides
- Professional development for teachers
- Literacy support program, ATAS and FTD

Our Community

The school continued to engage in various initiatives to strengthen community relationships and enhance student learning. These included the ITrack mentoring program through Midland Joblink, the Men's Shed Program, lunchtime activities by the Impact Team, and the Shine program. Targeted programs such as ATAS, Follow the Dream/Partnerships for Success, and the ASBT have successfully engaged Indigenous students in learning and their families with the school.

The School Council has continued to actively support the development of the school, particularly in relation to the collection of charges and development of the specialist Engineering and Artsmedia programs.

Nature of Catchment

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

Enrolment

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

Table 1: Enrolment Trends (from Census 2007 – 2011)

Start of	Year 8	Year 9	Year 10	Year 11	Year 12	Total
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
2011	135	66	124	95	94	514

The school commenced 2011 with a total enrolment of 514 with 135 students in Year 8. Of these, approximately 21.5% were Indigenous students (Table 2), a slight decrease from 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 continues to be less than the general cohort. Increased retention of Indigenous students continues to be a school priority.

In contrast to 2010, the Year 8 enrolment increased beyond what was initially expected. This is expected to continue on the completion of the new school building.

Table 2 Student Profile 2011

	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Total	135	66	124	95	94	514
Aboriginal ¹	29	13	24	13	19	98
GATE	13	12	17			
Dance	12	0	9	13	-	34
Football	25	15	23	15	13	91
Netball	21	17	17	3	11	69
FTD						26
Access 11/12						19
Cert 1 - GATE						12
Cert 1 – InfTech						21
Cert 2 – InfTech						25
Cert 2 - ComServ						3
Cert 1 – Auto						12
Cert 2 - Auto						2
Cert 2 - Hosp						4
Cert 2 - Tourism						12
Cert 1 – CGEA						12
Cert 2 - CGEA						2
Cert 2 - Business						3
Cert 2 - Sport						6
Cert 2 - Retail						1
Cert 2 – Transport						1
Cert 3 - Plumbing						1
Cert 3 - Engineer						3
SAL Hairdressing						1

Supplementary Funding

Behaviour Management and Discipline Funding	126,432
ATAS	48,524
ETTP Funding	8,800
National Schools Computer Fund	223,000
Aboriginal Attendance Program	24,000

Contributions and Charges 2011

The percentage of contributions and charges collected from parents during 2011 was 49%, lower than the previous year (52% in 2010) and significantly lower than 2009 (75% in 2009). The collection rate has been declining since 2004, and is of concern as the resources available for student learning are directly impacted. Collection strategies are being reviewed and alternatives are planned with the aim of improving the collection rate.

	Year 8 2011	Year 8 2010	Year 8 2009	Year 8 2008	Year 8 2007	Year 8 2006
Aboriginal ¹	21.5%	23.5%	20.9%	15.2%	16.3%	10.0%

Years 8 to 10 student enrolment in the Gifted and Talented Education program was 12.9%, a decrease from the previous year. The half-cohort, closure of Swanleigh Residential College and the re-building program has to some extent impacted on enrolment.

Of the school-based special programs, Football continues to be the most popular program. The proportion of students completing VET certificate courses increased in from 43% in 2010 to 45% in 2011 (19% in 2009).

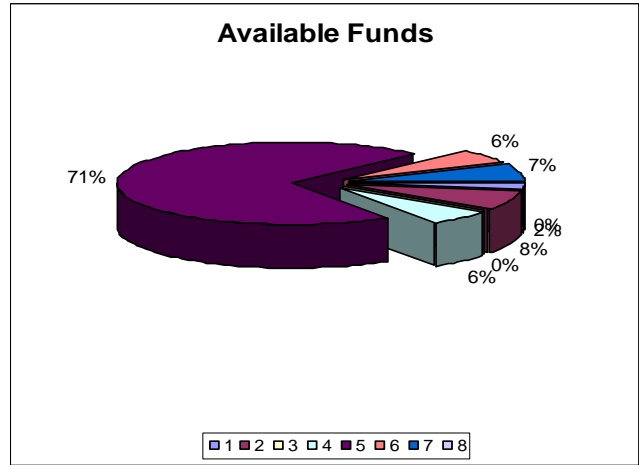
School Finances 2011

School Budget Summary

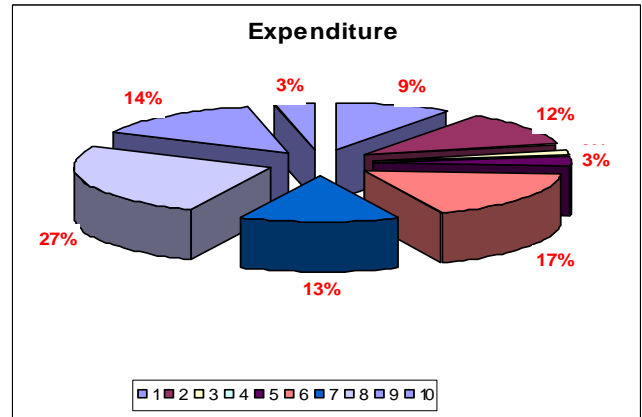
Carryover from 2010	198,653
Total Revenue 2011	1,478,243
Total Expenditure 2011	1,035,041
Carryover to 2012	443,202

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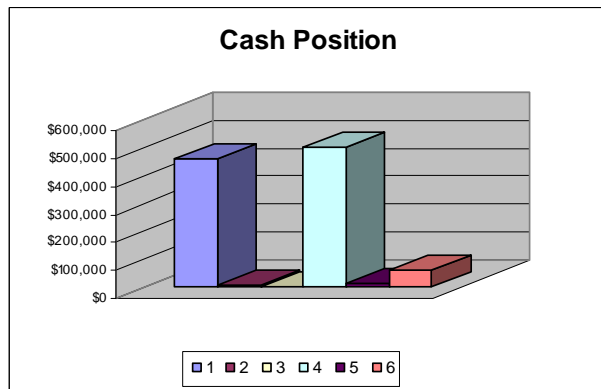
Income		
	Budget	Actual
1 Voluntary Contributions	\$58,946	\$31,071
2 Charges and Fees	\$205,184	\$98,352
3 P & C Contributions	0	0
4 Fundraising and Donations	\$74,722	\$74,722
5 State Government Grants	\$913,596	\$913,596
6 Miscellaneous	\$74,314	\$74,314
7 Internal Transfers	\$87,535	\$87,535
Total Income	\$1,414,297	\$1,279,590
8 Carry Over Balance	\$198,653	\$198,653
Total Funds Available	\$1,612,950	\$1,478,243



Expenditure		
	Budget	Actual
1 Administration	\$111,897	\$96,439
2 Utilities	\$176,735	\$124,094
3 Repairs and Maintenance	\$26,130	\$18,944
4 Capital Works	\$0	\$0
5 Assets and Resources	\$54,876	\$31,639
6 Education Services	\$195,847	\$180,819
7 Miscellaneous	\$137,486	\$134,720
8 Other Specific Programs	\$632,405	\$266,072
9 Salary Pool Central Office	\$222,077	\$148,360
10 Transfer to Asset Reserves	\$33,954	\$33,954
Total Expenditure	\$1,593,407	\$1,035,041



Cash Position as at: 31 December 2011	
Bank Balance	\$1,033,915
Made up of:	
1 Carry Over Grants (committed)	\$456,000
2 Tax Position	\$3,806
3 Cash Advances	\$800
4 Asset Replacement Reserves	\$501,389
5 Suspense Accounts	\$11,150
6 Uncommitted Funds	\$60,770
Total Bank Balance	\$1,033,915



PART TWO:

School Improvement and Priorities

The Building Program

The demolition of the old building commenced in late January and was completed in May. Throughout the remainder of 2011 construction work was carried out in stages, beginning with the building adjacent to the river – the Administration, senior school, visual arts, student services, cafeteria and library followed by the science, mathematics, business education and computing areas. These were followed by the technology and enterprise areas, middle school block, and arts block. The separate Maali Centre was the last block to be started. By the end of the year work had commenced on every stage with each being at various stages of completion. During the year, the Government made the decision to aircool all areas not initially planned to be airconditioned as part of the like-for-like airconditioning replacement. The completion date, however, was changed to early December 2012.

Funding was also secured to continue the Project Manager position on 0.4 FTE for 12 months. A new appointment was made to the position in September of 2011.

Midland and Bassendean Campus

At the end of 2010 and during the Christmas vacations, work was undertaken to relocate students to the Midland and Bassendean Campuses - Year 8, 9 and 10 students to the Midland Campus and Years 11 and 12 to the Bassendean Campus.

A number of transportable classrooms were installed on both campuses to facilitate curriculum delivery. Delays in completing various aspects of the relocation, for example, sewerage, water and gas, air-conditioning, ICT issues, and workshop space, meant the school was not fully functional until some time into Term 1. This had a significant impact on teaching and learning throughout 2011 and Term 1 in particular.

Expert Review Group (ERG)

An ERG self-assessment and desktop audit was conducted in September, 2011, on the seven findings of the 2009 ERG review. The audit concluded that four of the seven were satisfactorily addressed and were no longer under review. A further assessment would be made of the remaining three in Term 1, 2012, following the availability of the 2011 Year 12 results.

Improving Student Performance

The focus on improving student performance in all year groups continued during 2011. The implementation of the prescribed ERG strategies were complemented by a number of other strategies, particularly at the Year 11 and 12 level. 2011 strategies included:

- Continued use of evidence-based planning across learning areas.
- Linking analysis of student performance data – NAPLAN, WAMSE, FIRST CUT, SAIS – to learning area planning.
- Gradual implementation of positive behaviour management strategies through PBS and the BMAD committee.
- Senior school master classes with experienced WACE/TEE markers
- Use of external consultant to review performance and provide counselling to senior school ATAR students
- Continued networking with GATE schools, and sharing GATE strategies.

Literacy and Numeracy

Greater use was made of the reformed Literacy Committee to provide resources and support to teachers across several learning areas. Greater support was provided to Year 8 students identified below the minimum literacy standard by providing these students with an additional two periods of literacy support in a separate class.

Mathematics continued to use Mathematics as a key strategy as well as extending able students through competitions, online resources and stage 2A & 2C concepts at the Year 10 level. For less able students, a more structured and differentiated program was used that enabled them to progress according to each stage of achievement. Naplan data formed the basis of program design.

ATAS tutoring was also used as key support strategy for Aboriginal students in Years 8 to 12 in both literacy and numeracy.

Gifted and Talented Education

Renewed attention to quality teaching has been the focus of Gifted and Talented Professional Learning Network meetings in 2011. Teachers collaborated in groups to monitor each other's classes, and individuals have been supported in provision of differentiated curriculum. G&T teachers meet regularly to share best practice as well as work samples; for example, two G&T teachers attended Graham Watts' workshop on frameworks for higher order thinking at Perth Modern in 2011, then shared insights and resources with colleagues. Project-based learning, enrichment, and extension at Governor Stirling SHS continue to engage students in collaborative learning teams through differentiated programs in Years 8 to 10.

Excursions and extra-curricular activities such as participation in Tournament of Mind, Race Around

Campus (a UWA Aspire project), United Nations Speaking Competition, Circus Skills and Creative Thinking workshops, Beacon Leadership, SKM Challenge and WA Debating League competitions are now regular and much-anticipated events.

Collaborative learning strategies are enhanced in self-directed learning tasks across learning areas. For example:

- two year 10 G&T students undertook roles as ambassadors at the 2011 Student CHOGM conference held at the Perth Convention Centre;
- Summer School participants were offered UWA extension in Physics, Astronomy and Art;
- classes attended theatrical performances at Subiaco Theatre (The Red Tree, Loot and Romeo and Juliet), as well as UWA (Twelfth Night);
- one exceptional Year 8 student participated in a weekly ECU Mathematics extension course;
- involvement with SKM Exposed attracts Year 10 students to Engineering courses, especially through provision of Certificate I in Engineering at the Bassendean senior campus;
- participation in the Artist in Residence project "Snapshots of Change" yielded a rich community resource based on oral histories conducted by current G&T students who interviewed former students, edited the raw digital footage, and showcased their final film at Midland Railway Workshops.

With PEAC links, Homework Club continuing to yield improved results in course work, and the Thinking Science Australia programme building momentum in its introductory phase, students in G&T are provided with many avenues to achieve excellence.

Teaching and Learning

The relocation presented new challenges to teaching and learning. Delays in completing various aspects of the relocation compromised teaching and learning during Term 1 at both campuses. A number of teachers travelled between campuses for their teaching duties, including heads of department. This made communication difficult as well as the ability to provide immediate support by the heads to their staff. Although other support structures were put in place, the line manager and collegial support aspect that staff were used to was compromised.

A positive aspect of the Bassendean timetable was the ability for students from both schools to take courses from either school due to the common timetable structure adopted. This enabled a greater choice for students. The extended day, however, did cause attendance issues for a number of Governor Stirling students. Furthermore, the Midland timetable structure had to be altered significantly to enable teachers travelling between campuses to be

accommodated. This again compromised flexibility at the Midland Campus.

A significant number of students also had difficulty adjusting to the adult ethos at the Bassendean Campus. Again, this caused attendance issues.

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. During the year, there was a greater focus on improving literacy and on the use of SAIS and NAPLAN student performance data, following from professional learning in this area.

Attendance

Student attendance continued to be a priority during 2011 and was closely monitored during the year. However, after some improvements in 2010 attendance rates once again declined during 2011. Factors that contributed to this include Bassendean timetable structure, delays in completion of the relocation, a sense of dislocation and lack of a 'sense of place', difficulty of senior students adjusting to the adult ethos, and teacher travel between sites.

Information Technology Provision

There were some initial problems with the ICT service at both campuses as a result of the dual sets of Administration and Curriculum servers as well as broadband facilities that were incorporated into the ICT services at both campuses. However, these were resolved by the end of Term 1.

All of the ICT equipment used at either campus was relocated from the previous year. In the latter part of 2011 the school embarked on the One-to-One program by purchasing 223 MacBook computers which were rolled out to all Year 9 and 10 students early 2012.

Priorities for 2012

- Improvement in student performance
- Improved communication – staff, students and parents
- Improvement in literacy and numeracy across all Years
- Improvement in attendance
- Improvement in student behaviour and behaviour management

PART THREE

School Performance and Student Achievement

2011 Highlights

Overall

- Year 11 Football Program Educational Tour to Melbourne
- Year 10 Football – reached Grand Final round of Sportsready Cup
- Upperschool Football – reached quarter finals of Belt-up Cup
- One student selected in 2011 AFL draft (West Coast Eagles)
- Year 10 Special Netball Girls participation in Gold Coast Canterbury Netball Carnival – Australia and New Zealand
- Year 9 Netball team undefeated in Great Southern Regional Netball Carnival
- Senior School Netball tour to Singapore and Kuala Lumpur
- Winners of 3 out of 5 Netball games Year 10 Lightning Carnival
- Australian Mathematics Competition – 7 Distinction awards, 15 Credit awards
- One Year 8 student in top 10% of National Maths Olympiad
- Aboriginal Students – 3 gained Certificate II in Business
- Ms Lizzy Phillips – Winner of Sangora Foundation Secondary Teacher of the Year Award and Semi-Finalist Premier's Secondary Teacher of the Year
- Year 10 GATE student Canberra Tour
- GATE student participation in WA Debating League, National Young Leaders Day, National Geographic Competition, Tournament of Minds, United Nations Youth Australia Public Speaking, Student CHOGM
- Successful Artist-in-Residence Grant (\$30,000) – Snapshots of Change cross-curricular AIR Project culminating with exhibition at Midland Railway Workshops
- Successful entry and two short-listed for Young Originals
- Bronze medal winners in first season of Cheer-leading AUSCheer Scholastic School Competition
- Whole school Dance Extravaganza
- Senior student Art and Photography exhibition at Midland Railway Workshops
- Classical guitar ensemble achieved 'excellent' adjudication in annual classical guitar festival
- Concert band performance ABODA Band Festival
- Year 8 music student chosen to sing in massed children's school choir at CHOGM ceremony
- Annual Music Concert at Midland Junction Arts Centre
- Excellent Aboriginal student attendance and participation rates – significantly above State average
- 15 Aboriginal students graduated from Year 12, highest graduation rate to date
- Highly successful Follow the Dream achieved 100% Indigenous student graduation.
- 12 ASBT students completed Certificate 1 in Leadership Development
- Aboriginal student Youth Ambassador for Colts Swan Districts Football Club
- Year 10 D&T student participation in CO2 dragsters competition
- Year 11 / 12 School Ball
- Student Council Leadership Program – UWA

Year 12 Performance

- Two Certificates of Excellence
- 96% Graduation rate
- Median ATAR 71.7, best in 4 years
- Top 50 VET Schools - Participation
- Stage 2A/B Mathematics – 3.9% above State ave
- Stage 3 A/B Mathematics – 5.9% above State
- Stage 2 A/B Physics – 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	
2009	90	37	41%		40%		19%
2010	101	42	42%		46%		43%
2011	75	14	19%		41%		45%

The number of students participating in Year 12 decreased significantly in 2011 largely reflecting the number of Year 11 students in 2010. The proportion of students undertaking university entrance examination courses also dropped in comparison to the previous year due to more better counselling and more appropriate course selection. There was, however, a reduction from the previous year of the proportion of students participating in vocational education and training.

Graduation Rate

Better course counselling and monitoring of student performance during the year resulted in students being more appropriately placed, leading to a slightly higher graduation rate than the previous year.

	Eligible Year 12 Students	Percentage achieving WACE
2009	90	89%
2010	101	95%
2011	75	96%

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+
2009	37	1	3%
2010	42	7	17%
2011	14	1	7%

There were significantly less students than the previous two years undertaking university entrance courses and acquiring an ATAR. This was a result of more appropriate course selection by individual students and close monitoring of student performance.

Overall ATAR Performance

	Relative Performance
2009	-1.5
2010	-0.2
2011	0.5



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

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	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 ATAR

	School	Like-Schools	State
2009	59.1	68.3	77.6
2010	64.4	68.1	75.1
2011	71.7	68.1	75.6

State is the median ATAR for all government school students
 'Like Schools' is the median ATAR for all students in schools with similar characteristics.

The median ATAR of 71.7 was a significant improvement over the previous year and better than Like schools.

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

	School			Like-Schools		
	2009	2010	2011	2009	2010	2011
Top 33%	5%	14%	7%	14%	18%	19%
Middle 33%	16%	19%	50%	32%	36%	27%
Bottom 33%	78%	67%	43%	54%	46%	54%

Although the proportion of students in the top third is still low compared to Like schools and less than the previous year, the proportion of students in the middle third increased markedly – almost twice that of Like schools.

WACE Examination Participation

	Eligible Year 12 Students	TER (ATAR) Students	%TER (ATAR) Students
2009	90	37	41%
2010	101	42	42%
2011	75	14	19%

Student Performance - Stage 2 and/or 3 Courses

Course	Performance			Students		
	2009	2010	2011	2009	2010	2011
Applicable Mathematics	3			7		
Art	2			8		
Biological Sciences		3			7	
Biology	2			9		
Chemistry	3	2		6	15	
Dance	3			6		
Discrete Mathematics	3			28		
Drama	2			10		
English	2	3	3	37	39	15
Geography		2			8	
History	3			13		
Human Biol Science		2	3		22	7
Human Biology	2			9		
Literature			3			9
Mathematics		2	2		30	14
Modern History		2			7	
Physical Educ. Studies		2			7	
Physics		2	3		12	6

Visual Arts

2

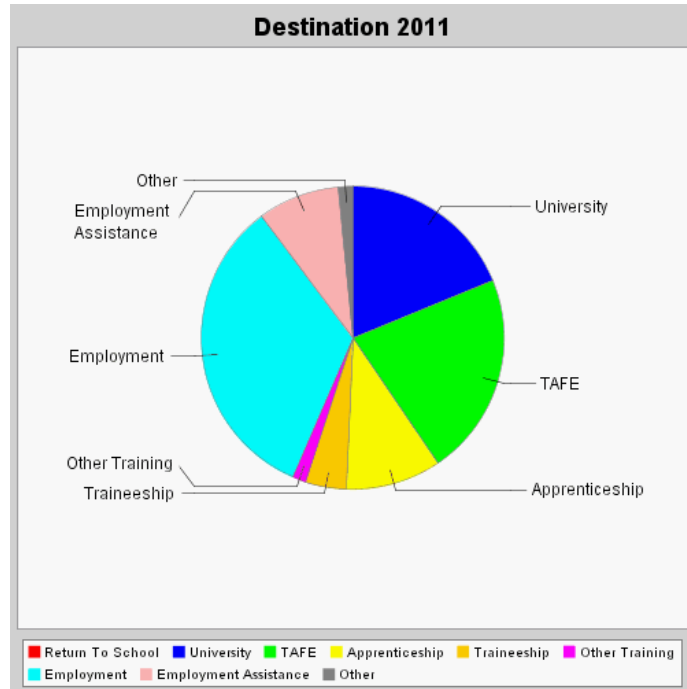
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With respect to individual WACE course performance the majority of subjects had 10 or less students enrolled, and, consequently, performance in these could not be meaningfully compared to the State or Like schools. However, two courses could be compared statistically. In Mathematics, student performance was as expected with performance in Stage 2A/B Math and Stage 3A/B Math above the State mean. However, student performance in English was below expectation. As a result of the co-location with Cyril Jackson Senior Campus, a number of Governor Stirling students undertook courses through Cyril Jackson Senior Campus. WACE examination courses included: English, Economics, Psychology, Human Biological Science, Mathematics, Mathematics Specialist, Modern History, and Chemistry.

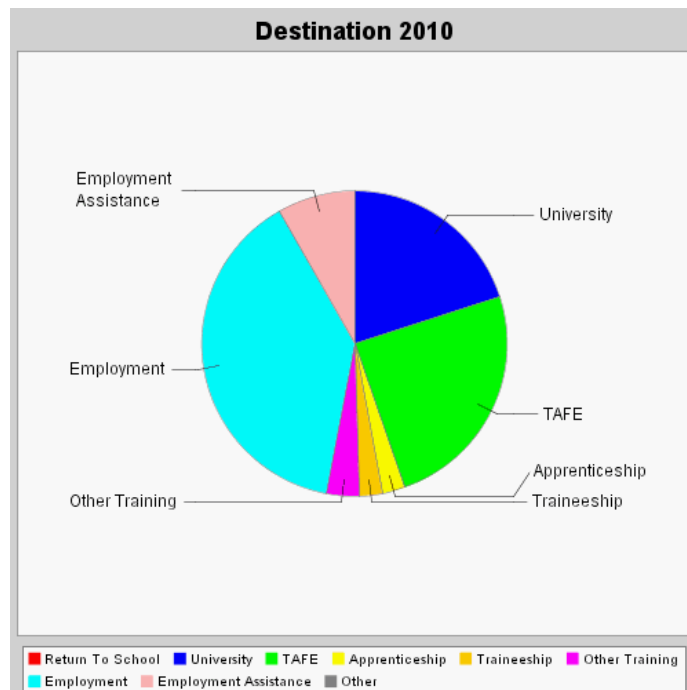
Student Performance – Stage 1 Courses – Grade Distribution

Course	School Percentages					State Percentages				
	A	B	C	D	E	A	B	C	D	E
Applied Information Technology	24	16	24	8	28	20	27	40	7	6
Career and Enterprise	16	16	38	0	30	22	29	37	6	6
English	6	21	56	6	11	15	32	45	5	4
Food Science and Technology	0	35	30	20	15	22	32	35	7	4
Mathematics	20	23	45	6	5	20	26	36	10	7
Outdoor Education	7	7	53	13	20	28	34	30	5	3
Physical Education Studies	28	34	31	6	0	23	33	33	8	3
Workplace Learning	39	10	39	0	12	28	30	29	4	8

Student Destinations 2011



	Intenti on 2010	Destinat ion 2011	Intenti on 2009	Destinat ion 2010
Return To School	0.0%	0.0%	0.0%	0%
University	40.4%	18.8%	34.9%	20%
TAFE	24.6%	21.7%	28.6%	24.7%
Apprenticeship	12.3%	10.1%	14.3%	2.4%
Traineeship	1.8%	4.4%	4.8%	2.4%
Other Training	0%	1.5%	3.2%	3.5%
Employment	15.8%	33.3%	14.3%	38.8%
Employment Assistance	0%	8.7%	0%	8.2%
Other	5.3%	1.5%	0%	0%
Total	100%	100%	-	100%



A higher proportion of students continued in some form of education or training in 2011 (56.5%) than in the previous 3 years (2010 – 53.0%, 2009 – 51.4%, 2008 – 49.4%). The proportion entering university remained approximately the same. The proportion entering an apprenticeship increased significantly to 10.1% whereas the proportion into direct employment decreased.

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Student Performance – Relative Assessment – Year 9

Percentage of students in each Proficiency Band

Band	Year 9 Numeracy								
	School			Like Schools			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
10	1%	3%	13%	1%	3%	3%	4%	6%	7%
9	2%	4%	3%	8%	6%	8%	11%	10%	12%
8	19%	22%	11%	20%	18%	15%	23%	22%	19%
7	36%	28%	29%	35%	35%	34%	31%	29%	28%
6	27%	30%	24%	29%	28%	31%	21%	22%	23%
1 to 5	15%	12%	19%	7%	10%	9%	7%	9%	8%

NUMERACY – Top 3 Bands – Similar to Like schools (27%) and slightly lower than the previous year. However, significantly higher proportion (19%) below the minimum standard than Like schools.

Band	Year 9 Reading								
	School			Like Schools			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
10	2%	0%	2%	2%	2%	2%	3%	3%	5%
9	8%	6%	10%	9%	8%	7%	10%	12%	12%
8	19%	14%	28%	24%	17%	19%	23%	20%	21%
7	22%	26%	17%	27%	32%	30%	28%	25%	26%
6	28%	38%	26%	23%	25%	32%	21%	25%	23%
1 to 5	21%	17%	17%	15%	17%	11%	12%	14%	10%

READING – Top 3 Bands – Significantly better than Like schools with 40% and huge increase from 2010. However, there is a greater proportion below the minimum standard than Like schools.

Band	Year 9 Writing								
	School			Like Schools			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
10	5%	2%	10%	3%	3%	3%	5%	6%	7%
9	9%	6%	5%	8%	8%	7%	9%	10%	10%
8	15%	18%	12%	22%	21%	17%	19%	22%	19%
7	17%	14%	19%	22%	21%	20%	26%	20%	20%
6	22%	38%	19%	26%	30%	24%	22%	25%	18%
1 to 5	32%	22%	34%	18%	18%	29%	17%	16%	23%

WRITING – Top 3 Bands – Similar to Like schools with 27% and to previous year. Below the minimum standard similar to Like schools.

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Band	Year 9 Spelling								
	School			Like Schools			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
10	1%	4%	3%	2%	2%	1%	3%	5%	4%
9	6%	9%	12%	7%	10%	11%	10%	12%	14%
8	23%	23%	31%	21%	23%	24%	22%	25%	26%
7	32%	35%	19%	33%	28%	26%	27%	25%	25%
6	16%	11%	17%	20%	19%	21%	20%	15%	17%
1 to 5	21%	18%	19%	17%	18%	17%	15%	16%	13%

SPELLING – Top 3 Bands – Significantly higher (46%) than Like schools (36%) and similar to Like schools with proportion of students below minimum standard (17%).

Band	Year 9 Grammar & Punctuation								
	School			Like Schools			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
10	1%	2%	3%	3%	4%	2%	2%	7%	3%
9	6%	7%	5%	6%	6%	4%	9%	10%	8%
8	15%	13%	27%	16%	19%	22%	20%	20%	26%
7	28%	38%	19%	35%	30%	29%	29%	28%	25%
6	22%	24%	22%	22%	23%	23%	23%	19%	18%
1 to 5	29%	15%	24%	18%	18%	20%	15%	14%	16%

GRAMMAR & PUNCTUATION – Top 3 Bands – Higher (35%) than Like schools (28%). However, slightly higher (24%) of students below minimum standard than Like schools (20%).

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

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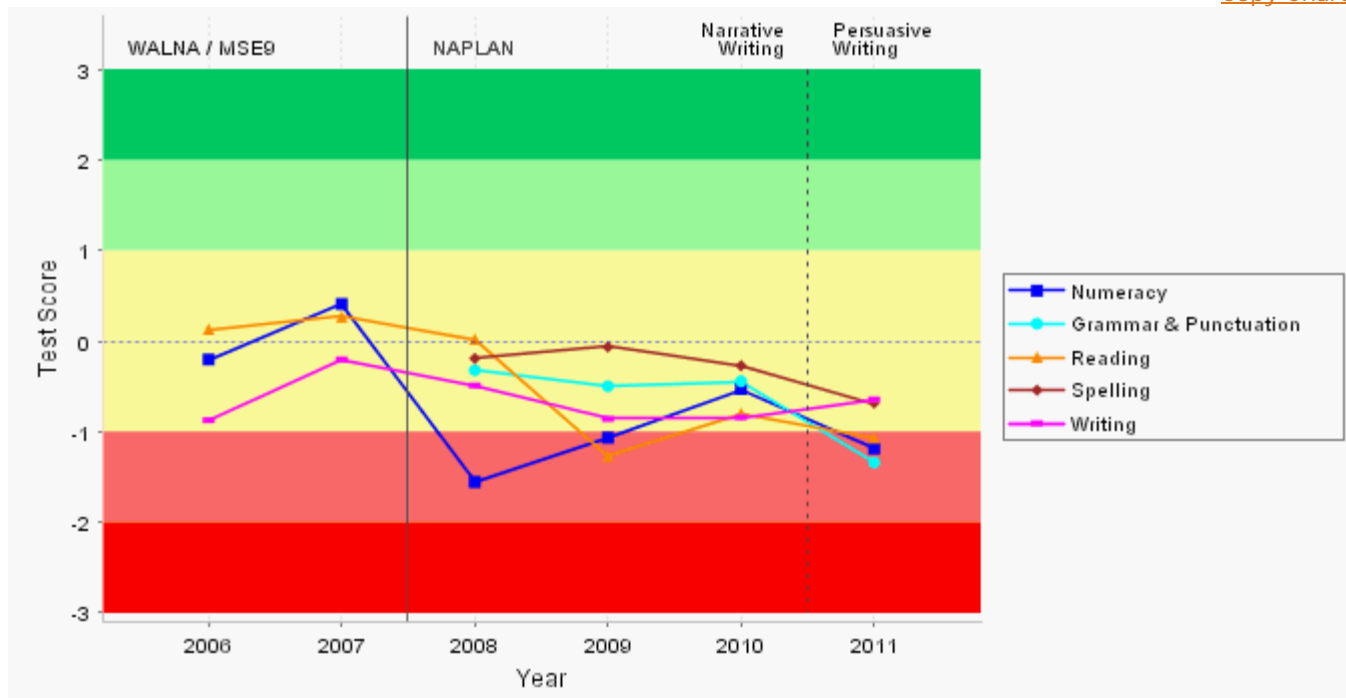
Comparative Performance for Year 9

Year 9	Performance						Students					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
Numeracy	2	2	3	3	2	3	187	202	134	134	122	62
Grammar & Punctuation			2	2	2	3			137	139	123	59
Reading	2	2	2	3	2	3	185	199	137	127	125	58
Spelling			2	2	2	2			137	139	123	59
Writing	2	2	2	2	2	2	184	198	137	135	125	58

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

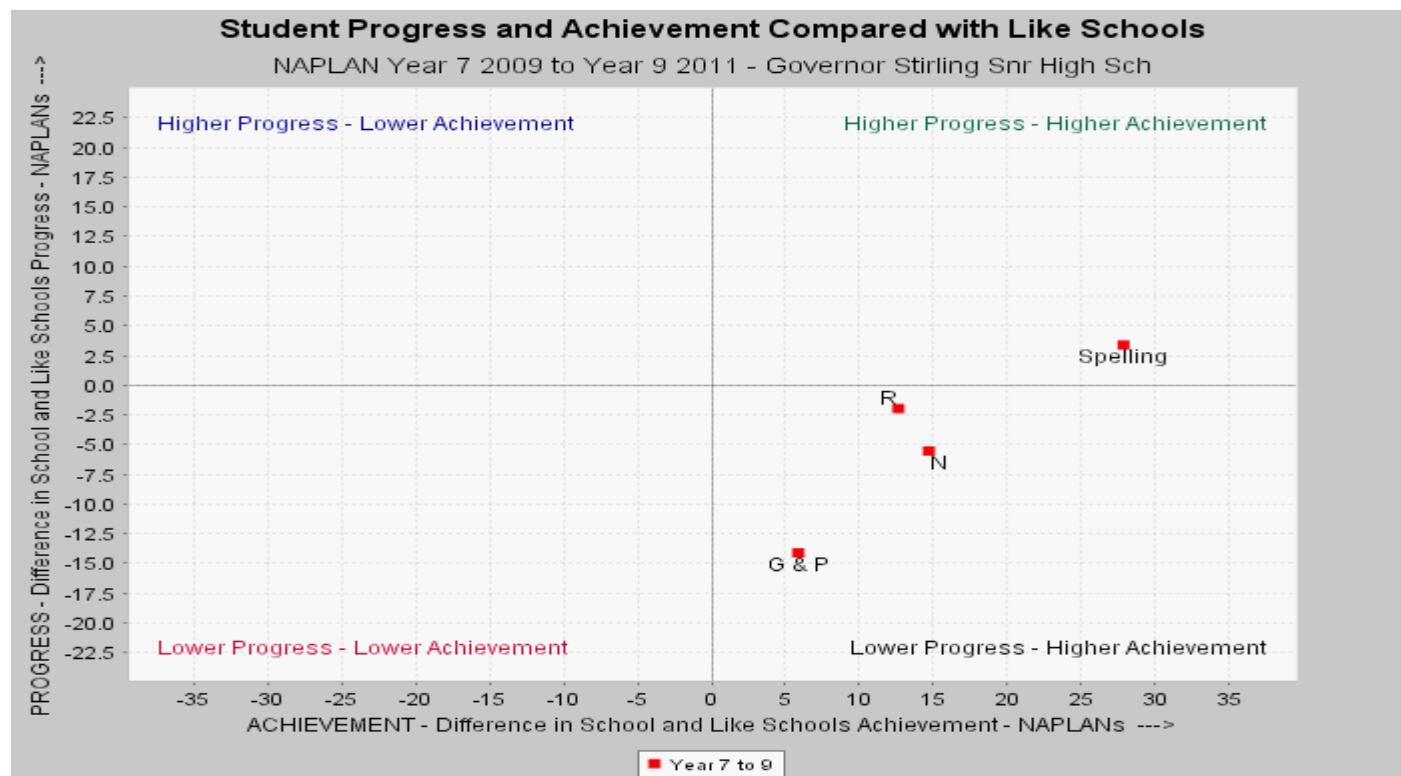
Year 9 Performance – standard deviation from predicted school mean

[Copy Chart](#)



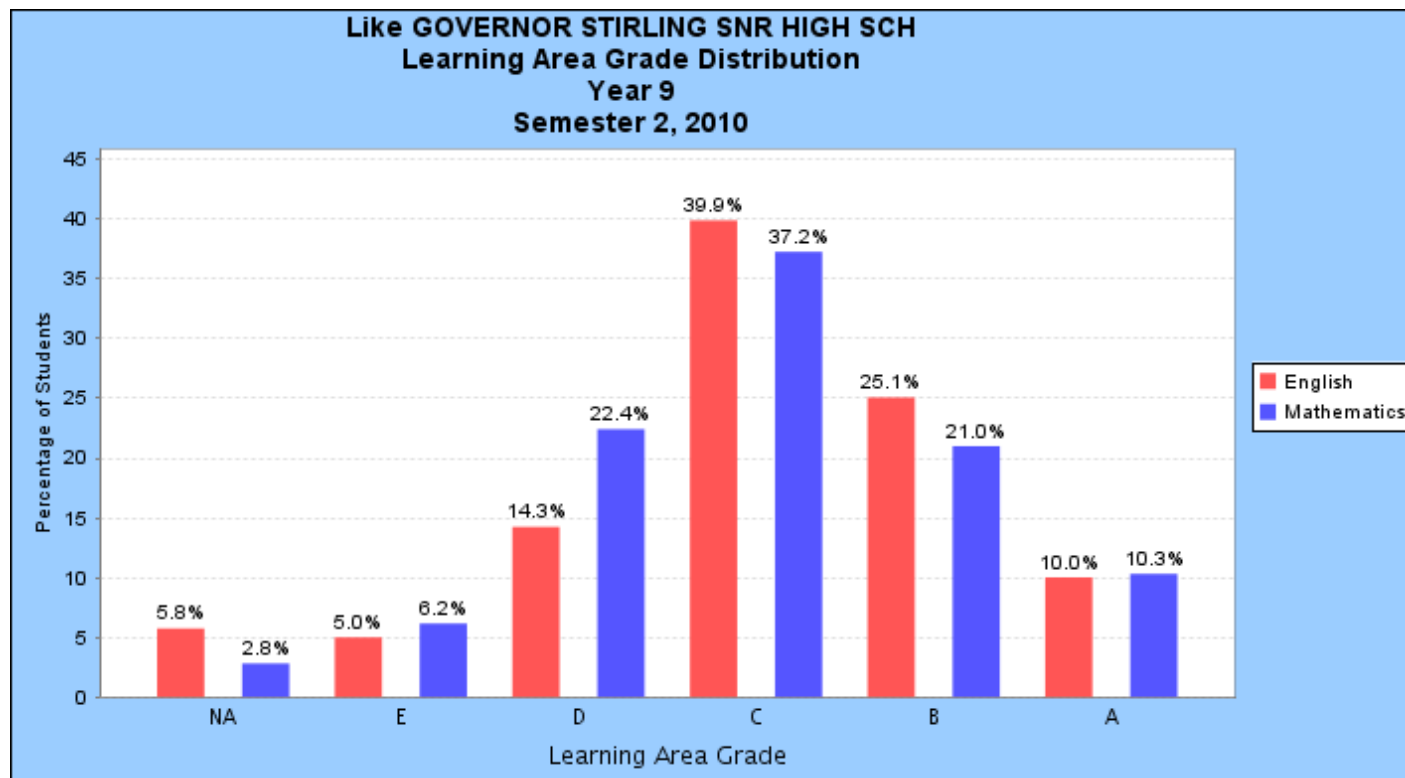
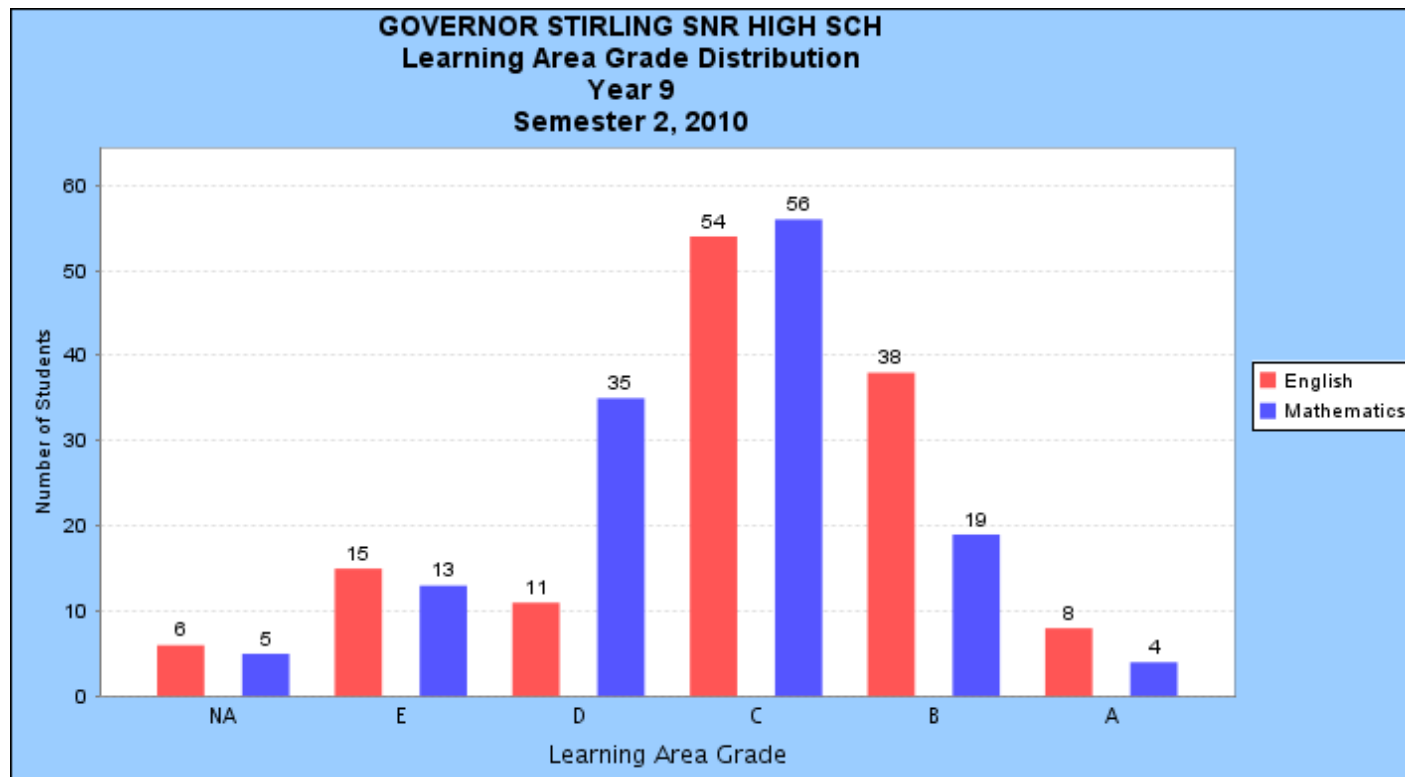
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Student Progress – Year 9 Writing and Numeracy

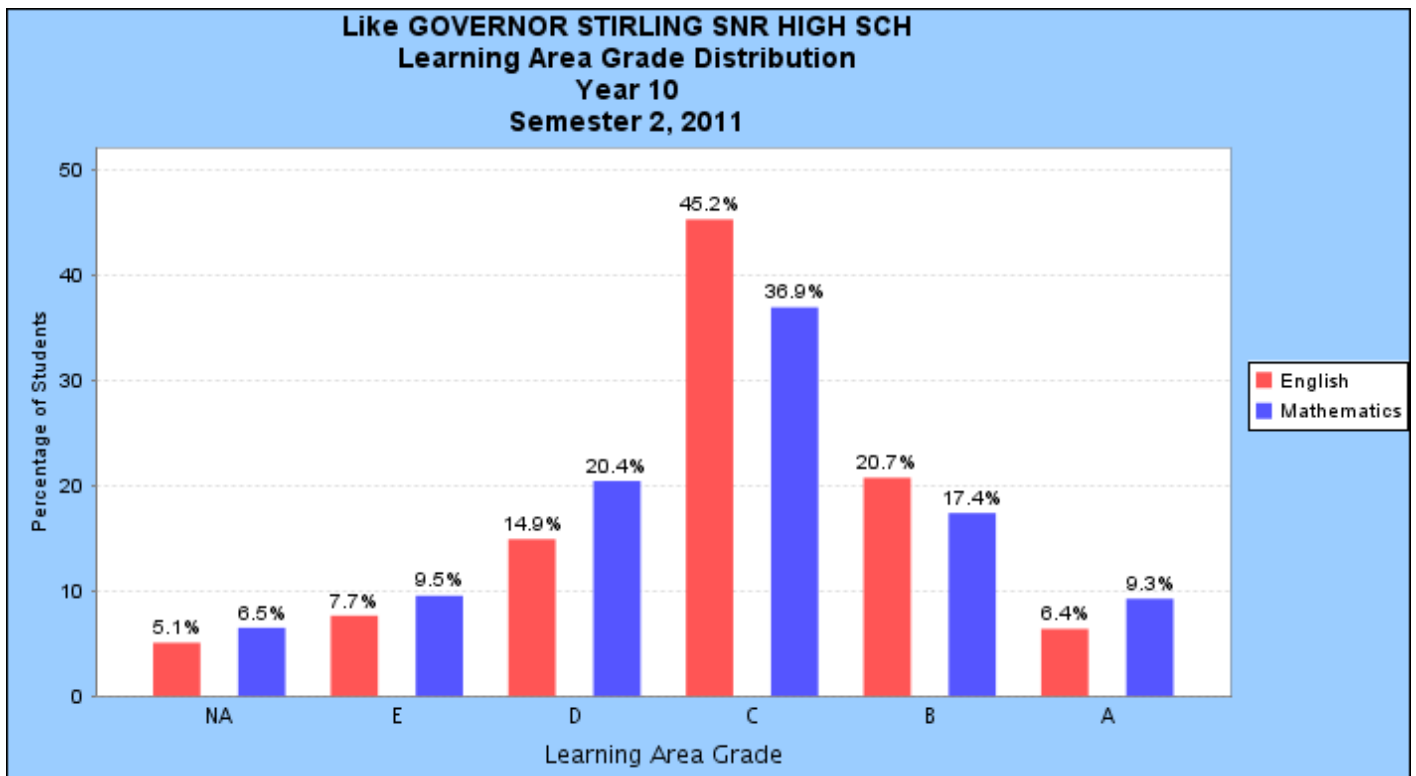
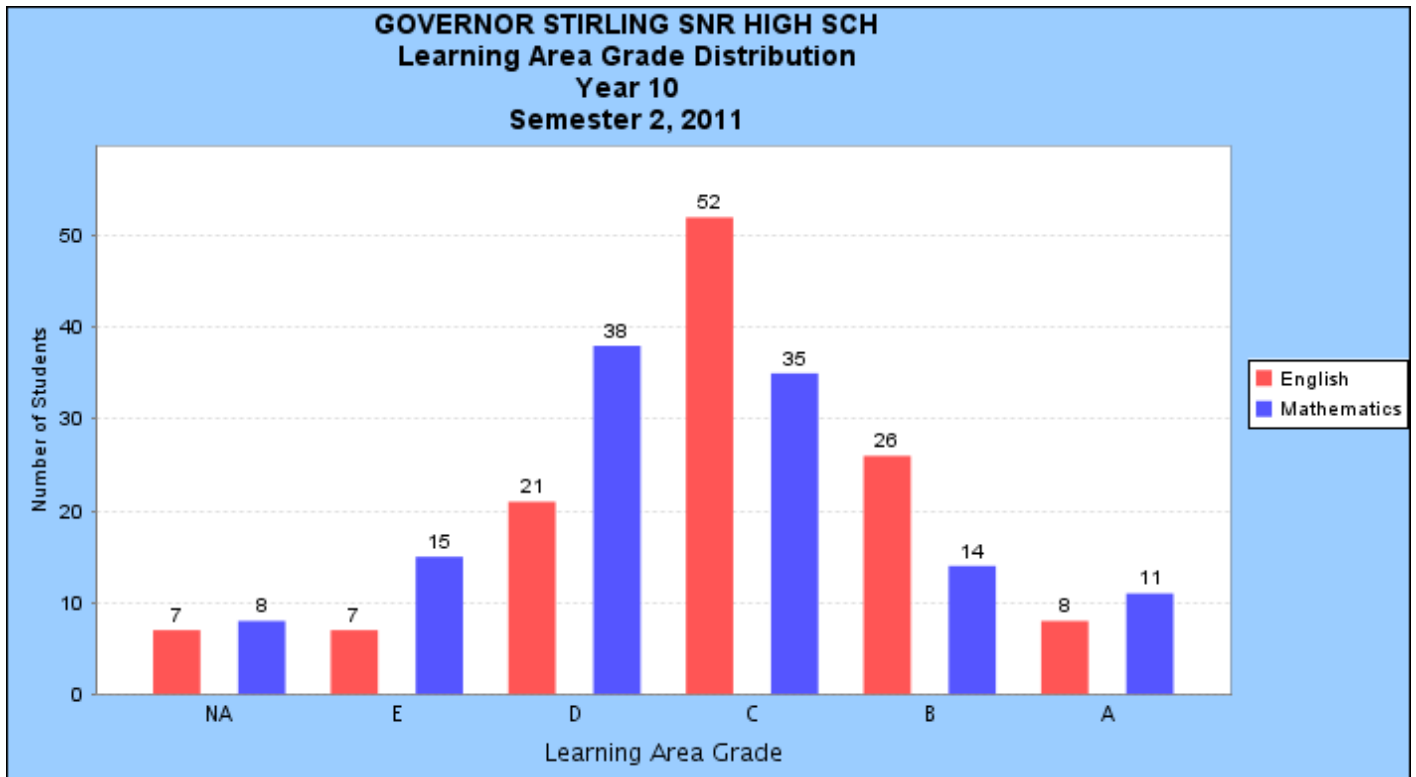


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Student Progress Year 9 to 10 English and Mathematics



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Performance Analysis – English and Mathematics – Year 9 and 10

	A	B	C	D	E	N/A
Yr 9 Eng (132)	6.1	28.8	40.9	8.3	11.4	4.5
Yr 9 Mat (132)	3	14.4	42.4	18.9	9.8	3.8
Yr 9 Eng Like	10	25.1	39.9	14.3	5	5.8
Yr 9 Mat Like	10.3	21	37.2	24.4	6.2	2.8
Yr 10 Eng (121)	6.6	21.5	43	17.4	5.8	5.8
Yr 10 Mat (121)	9.1	11.6	28.9	31.4	12.4	6.6
Yr 10 Eng Like	6.4	20.7	46.2	14.9	7.7	5.1
Yr 10 Mat Like	9.3	17.4	36.9	20.4	9.5	6.5

From the Table and Graphs above, the following is noted:

ENGLISH

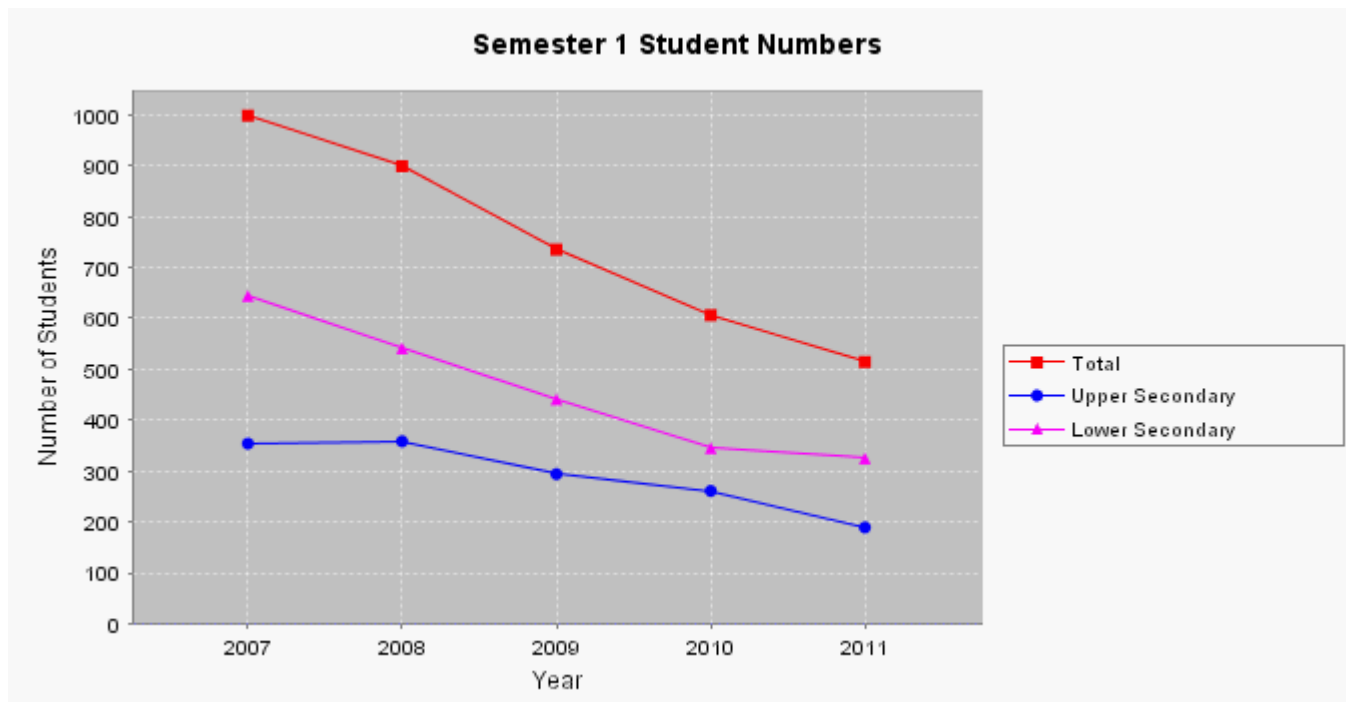
In 2011, 28.1% of Year 10 students achieved A/B which is slightly better than Like schools at 27.1%. This was a significant drop from the 34.9% of A/B achieved by this cohort in Year 9 but similar to Like schools (35.1%). The proportion of Year 10 students achieving a D/E (23.2%) was similar to Like schools (22.6%).

MATHEMATICS

In 2011, 20.7% of Year 10 students achieved an A/B which was less than Like schools (26.7%). This was a slight increase from Year 9 (17.4%) again significantly less than Like schools (31.3%). NAPLAN 2010 results for this cohort indicate 29% of students achieved in the top 3 bands compared to 27% for Like schools. This indicates comparability standards with Like schools need to be reviewed.

In 2010, Year 10 performance was well below like schools (27.1%) and State (36.3%). The same factors identified previously remain as concerns - 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



Semester 1	2007	2008	2009	2010	2011
Lower Secondary	644	541	441	345	325
Upper Secondary	354	358	294	261	189
Total	998	899	735	606	514

Secondary Attendance Rates

	Non - Aboriginal		Aboriginal		Total	
	School	State	School	State	School	State
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%
2011	85.5%	89.0%	73.2%	67.1%	83.1%	87.5%

ABORIGINAL STUDENTS – Attendance rates continues to be above State average but there has been a decline over the last three years from 82.0% to 73.2%.

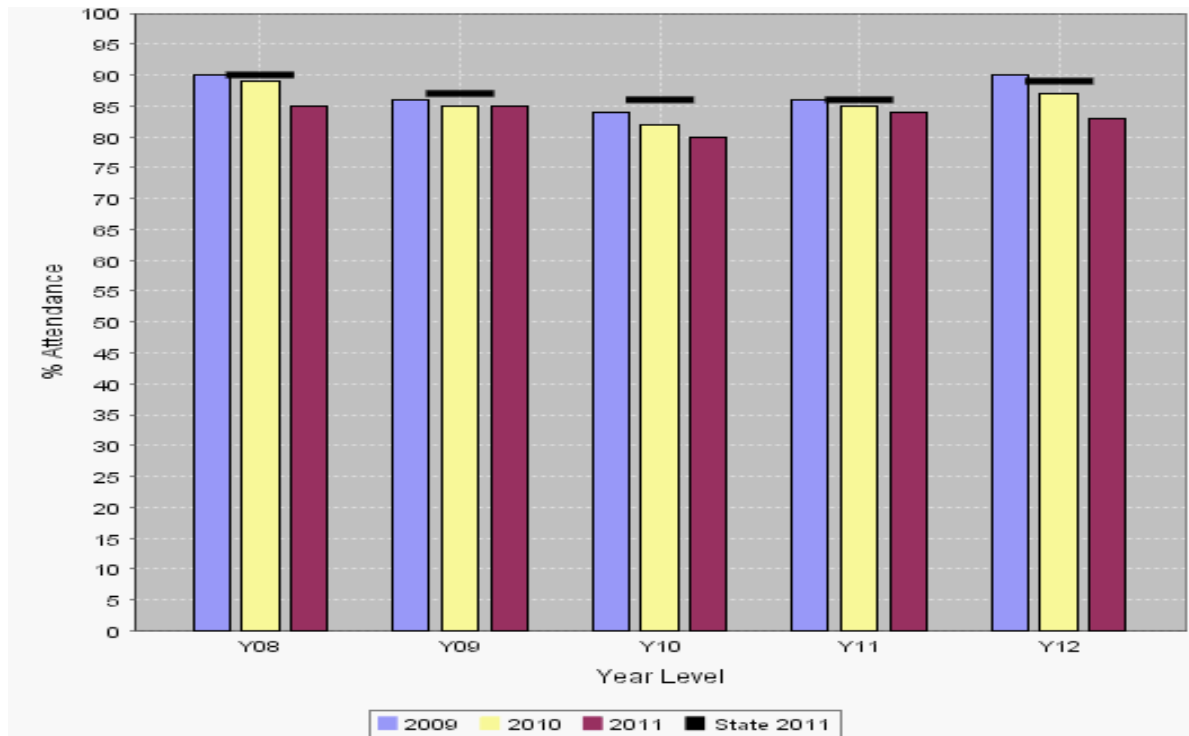
NON-ABORIGINAL STUDENTS – Attendance rates continues to be below State average with a slight decline over the last three years.

GOVERNOR STIRLING SENIOR HIGH SCHOOL

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2009	59.0%	23.9%	12.3%	4.6%
2010	48.0%	25.1%	17.8%	9.0%
2011	43.7%	28.1%	18.5%	9.5%
State 2011	60.2%	21.9%	11.0%	6.7%

Attendance % - Secondary Year Levels

[Copy Chart](#)



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	Y08	Y09	Y10	Y11	Y12
2009	90%	86%	84%	86%	90%
2010	89%	85%	82%	85%	87%
2011	85%	85%	80%	84%	83%
State 2011	90%	87%	86%	86%	89%

Attendance Category as at Semester 1, 2011

Attendance Category	Y08		Y09		Y10		Y11		Y12	
	School	State	School	State	School	State	School	State	School	State
Regular	54%	67%	52%	59%	31%	55%	47%	58%	36%	62%
At Risk - Indicated	24%	20%	24%	23%	32%	24%	24%	21%	36%	22%
At Risk - Moderate	12%	9%	17%	12%	25%	13%	19%	11%	20%	10%
At Risk - Severe	10%	4%	6%	6%	11%	8%	10%	9%	8%	6%

Student Attendance Overall (%)

After an improvement in regular attendance rates from 2008 to 2009 to 59.0%, there was a marked decrease in 2010 to 48%. During 2011, attendance was significantly impacted by a number of factors. The school was split over two sites due to the building program. Factors that contributed to the lower regular attendance rate include delays in completion of the relocation, a sense of dislocation and lack of a 'sense of place', the Bassendean timetable structure, difficulty of senior students adjusting to the adult ethos, and teacher travel between sites.

Staff Profile 2011

	FTE	
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Administration Staff

Principal	1	
Deputy Principals	3	
Heads of Departments/Learning Areas	6	
Program Coordinators	1	
Total Administration Staff	11	

Teaching Staff

Level 3 Teachers	3	
Teachers	32.7	
Total Teaching Staff	35.7	

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	71.55	
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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.