



Annual Report 2012

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 2013. 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

GOVERNOR STIRLING SENIOR HIGH SCHOOL

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 2012, the school again operated on two separate sites. Students were relocated to enable the old school to be demolished and the new school 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, workplace learning and the Access programs for Year 11 and 12 students.

Although on temporary accommodation, adequate facilities were available to enable the full range of programs to be offered on both campuses, including a boathouse housing kayaks and canoes for water sports.

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 offered are designed to support students who have needs outside the main curriculum. These include the selective entry academic Gifted and Talented Education program, the Academic Extension Program which runs parallel with the gifted and talented program, central office approved and school-based special programs, university entrance (WACE) courses and vocational education and training (VET) programs.

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 2012, 40 students participated in the Year 8 to 10 program.

Specialist Programs – ASP and School Based

Three special school-based programs offered students the opportunity for extension in Australian Rules Football, Netball and Dance. The Football Program, which commenced in 2001, has had significant success with a number of talented students being successfully drafted into the AFL. 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. Several students in the program are involved in the Swan Districts Football Club training squads. During the year, the Football program was centrally endorsed as an Approved Specialist Program.

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

In Dance, students are exposed to a variety of dance forms and performances which included STEPS Youth Dance Company and Cheer.

2012 was the introduction of the Approved Specialist Program in Artsmedia with a class of 15 students. The school is partnering with Murdoch University so students have the opportunity to undertake enriched work by professionals in the field.

Vocational Courses

A variety of AQF certificate are available to students. Some include Certificate 2 in Information Technology, Automotive, and Hospitality; Certificate of General Education for Adults (Cert. 2); and Certificate 2 in Business. A significant number of students also completed profile courses at PolyTechnic West and Central Institute of Technology, and School-Based Traineeships and apprenticeships through the School Apprenticeships. Some include workplace learning, and provide school to work transition pathways for various students in Years 10 to 12.

GOVERNOR STIRLING SENIOR HIGH SCHOOL

Aboriginal Education Programs

The school caters for a range of student needs by offering programs that support and extend students. The Follow the Dream/Partnerships for Success Program caters for students from Years 8 to 12 who aspire to enter university. In 2012, more than 25 students participated in homework classes and other extra-curricula activities. The program continued to achieve success 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 \$183,810 through the School Support Programs Resource Allocation (SSPRA). This money was used to provide a range of support services to students. These included behaviour management, learning support, literacy and numeracy support, WACE revision programs, the Senior Secondary Engagement Program and Aboriginal student attendance strategy. Other funding sources provided

- Teacher Aides
- Professional development for teachers
- Learning support through ATAS and FTD

Senior school students were again supported through excursions, master classes and tutoring programs.

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, lunchtime activities by the Impact Team, the Shine program and various activities in partnership with the Beacon Foundation.

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 – 2012)

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
2012	124	134	72	110	78	518

The school commenced 2012 with a total enrolment of 518 with 124 students in Year 8. Of these, approximately 24% were Indigenous students (Table 2), a slight increase from 2011.

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.

GOVERNOR STIRLING SENIOR HIGH SCHOOL

Although the Year 8 enrolment was less than the previous year, the trend is for higher enrolments. This is expected to continue towards capacity on completion of the new school building.

Table 2 Student Profile 2012

	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Total	124	135	72	110	78	518
Aboriginal ¹	30	24	11	22	8	95
GATE	11	16	13			40
Dance	13	11	0	8	3	35
Football	15	23	13	13	8	72
Netball	18	23	17	10	3	71
FTD						26
Access 11/12						22
Cert 1						144
Cert 2						126
Cert 3						5

	Year 8 2012	Year 8 2011	Year 8 2010	Year 8 2009	Year 8 2008	Year 8 2007
Aboriginal ¹	24.2%	21.5%	23.5%	20.9%	15.2%	16.3%

The Netball program has continued to grow, now rivalling the Football program for popularity. Of particular note is the growth in Certificate level programs over the last few years. The extensive range of programs 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 68% in 2012.

School Finances 2012

School Budget Summary

Carryover from 2011	521,981
Total Revenue 2012	1,299,575
Total Expenditure 2012	1,207,507
Carryover to 2013	614,049

Supplementary Funding

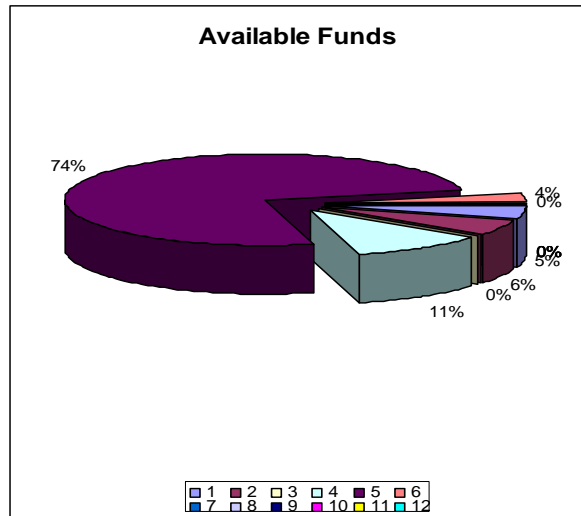
Behaviour Management and Discipline Funding	74,800
ATAS	107,062
ETTP Funding	8,800
SSEP	49,431
Aboriginal Attendance Program	18,900
Literacy & Numeracy	27,233

Contributions and Charges 2012

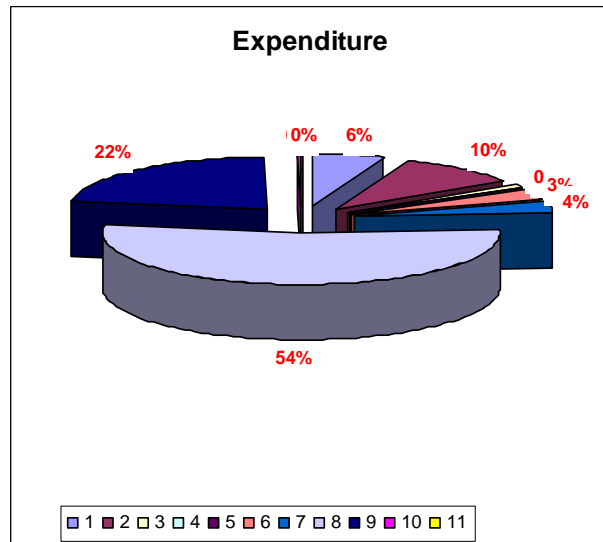
The percentage of contributions and charges collected from parents during 2012 was 58%, and higher than the previous year of 49%. The collection rate has been declining since 2004, and has been of concern as the resources available for student learning are directly impacted. With the new school in full operation, numbers are expected to increase. Strategies are in place aimed at improving the collection rate which has already seen some improvement.

GOVERNOR STIRLING SENIOR HIGH SCHOOL

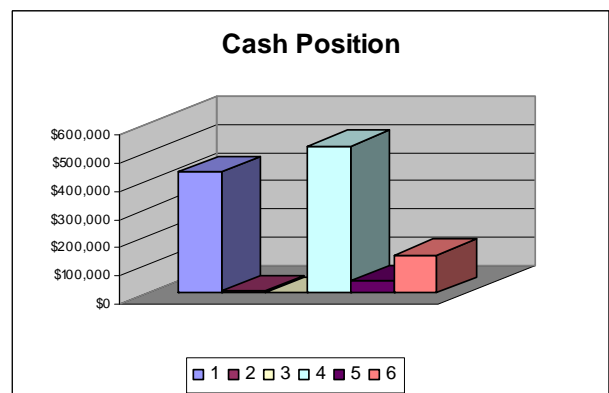
Income 2012		
	Budget	Actual
Voluntary		
1 Contributions	\$87,424	\$56,948
2 Charges and Fees	\$130,391	\$68,799
3 P & C Contribution	\$0	\$0
Fundraising &		
4 Donation	\$128,944	\$128,944
5 State Gov. Grants	\$907,596	\$907,596
6 Miscellaneous	\$42,776	\$42,776
7 Internal Transfers	\$2,444	\$2,444
Total Income	\$1,299,575	\$1,207,507
Carry Over		
8 Balance	\$521,981	\$521,981
Total Funds Available	\$1,821,556	\$1,729,488



Expenditure 2012		
	Budget	Actual
1 Administration	\$210,612	\$71,758
2 Utilities	\$160,500	\$120,448
3 Repairs / Maint	\$25,917	\$14,525
4 Capital Works	\$0	\$0
Assets and		
5 Resources	\$0	\$0
Education		
6 Services	\$60,144	\$42,346
7 Miscellaneous	\$42,776	\$42,776
Other Specific		
8 Programs	\$859,459	\$653,318
Salary Pool		
9 Central Office	\$436,718	\$273,140
Transfer to		
8 Asset Reserves	\$2,444	\$2,444
Total Expendit	\$1,798,570	\$1,220,755



Cash Position as at: 31 December 2012	
Bank Balance	\$1,128,975
Made up of:	
Carry Over Grants	
1 (committed)	\$427,928
2 Tax Position	\$4,254
3 Cash Advances	\$800
Asset Replacement	
4 Reserves	\$520,171
5 Suspense Accounts	\$42,113
6 Uncommitted Funds	\$133,709
Total Bank Balance	\$1,128,975



GOVERNOR STIRLING SENIOR HIGH SCHOOL

PART TWO:

School Improvement and Priorities

The Building Program

The building program continued through 2012 with regular meetings held with the Architect, Department of Education, Building Management and Works and Pindan Constructions. Due to various delays, the original Practical Completion date of October was pushed out to early January, 2013. Contingency planning was put in place. However, a massive effort by the builders in the final few months enabled all teaching areas to be completed by the January date. This enabled the planned relocation to be completed during January of 2013 and for the Official Opening on the first day of the 2013 school year.

Expert Review Group (ERG)

An ERG self-assessment and desktop audit was conducted in March, 2012, on two of the remaining three findings of the 2009 ERG review. The audit concluded that one of the two (behaviour management processes) was satisfactorily addressed and no longer under review. A further self-assessment of student attendance was made in September. The finding relating to senior school would be reviewed following availability of the 2012 Year 12 results.

Improving Student Performance

The focus on improving student performance in all year groups continued during 2012. The implementation of the prescribed ERG strategies was complimented by a number of other strategies, particularly at the Year 11 and 12 level.

These included:

- Continued use of evidence-based planning across learning areas.
- Continued implementation of positive behaviour management strategies supported by the PBS and BMAD committee. These strategies enabled a significant improvement in student behaviour throughout the year.
- Senior school master classes with experienced WACE/TEE markers
- Use of external consultant to review performance and provide counselling to senior school ATAR student.
- Offering a greater range of Certificate 2 courses to students.
- More teachers with Certificate IV in Training and Assessment.

Literacy and Numeracy

Greater literacy support was provided to more students identified below the minimum literacy standard by providing these students with an additional two periods of literacy support in a separate class. This was extended to Year 9.

In Mathematics, for less able students, a more structured and differentiated program was used that enabled them to progress according to each stage of achievement.

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

Teaching and Learning

The relocation continued to present challenges to teaching and learning. Teachers travelling between campuses for their teaching duties, including heads of department, made communication difficult as well as the ability to provide immediate support 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.

Although there were positive aspects of the Bassendean timetable e.g. the ability for students from both schools to take courses from either school, enabling a greater choice for students, it caused attendance issues for a number of Governor Stirling students. A significant number of students also had difficulty adjusting to the adult ethos at the Bassendean Campus. Again, this caused attendance issues.

These factors impacted adversely on the performance of several students.

Attendance

Student attendance continued to be a priority during 2012 and was closely monitored during the year. However, after some improvements in 2010 attendance rates declined during 2011 and 2012. Factors that contributed to this include Bassendean timetable structure, 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

During 2011, funds were received by the school from the Federal government through the NSSCF funding. Sufficient funds were received to purchase 223 Mac Book notebook computers. These were deployed on a one-to-one basis for all students in Years 9 and 10 on a 'take-home' basis. Unfortunately, this model could not be continued for 2013 due to a change in funding arrangements.

GOVERNOR STIRLING SENIOR HIGH SCHOOL

PART THREE

School Performance and Student Achievement

2012 Highlights

Overall

- Year 11 Football Program Educational Tour to Melbourne
- Year 10 Football – quarter final of Sportsready Cup
- Upperschool Football – quarter finals of Belt-up Cup
- A Anderson – Part of victorious WA State U16 team.
- R Mostert – selected in U15 WA State team
- Year 10 Special Netball Girls reached Final of 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
- Runner Up in Netball Year 10 Lightning Carnival
- Australian Mathematics Competition – 6 Distinction awards, 16 Credit awards
- Year 10 GATE student Canberra Tour
- GATE student participation in WA Debating League, National Young Leaders Day, National Geographic Competition, Tournament of Minds
- Yr 8 Artsmedia honorary award for International Global Peace Murals – work exhibited in America
- Yr 8 Artsmedia student participation in National Back Me Up, Anti-Bullying Media competition
- Yr 8 Artsmedia participation in Art work design on new school building with artists Bec Juniper and Jon Denaro (front of school sculpture)
- Yr 12 Art and Photography student participation in Metamorphosis Exhibition at CIT
- Yr 8 and 12 Art entry in Young Originals Exhibition at ECU
- Whole school Dance Variety Concert
- Concert band performance WA Government Schools Music Society at Burswood Theatre
- Annual Music Concert Midland Town Hall
- Music Camp Lions Dryandra Village
- 100% Aboriginal students WACE achievement
- Highly successful Follow the Dream achieved 100% Indigenous student graduation.
- Student participation in CO2dragsters competition
- Year 11 / 12 School Ball
- Student Council Leadership Program – UWA

Year 12 Performance

- 93% WACE Achievement
- Median ATAR 60.4
- Top 50 VET Schools – Participation – 19th place
- Top 50 VET Schools – Achievement – 24th place
- 86% Attainment Rate
- Rated Top Public School for 2012

GOVERNOR STIRLING SENIOR HIGH SCHOOL

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%
2012	55	19	32%		75%	91%

The number of students completing Year 12 decreased significantly in 2011 and 2012 largely reflecting the number of Year 11 students in 2010 and 2011. The proportion of students undertaking university entrance examination courses dropped in 2011 but increased again in 2012. This was due to better counselling and course selection. There was, however, a marked increase in the proportion of students participating in vocational education and training courses (68%) with 91% achieving a certificate 2 or higher.

WACE Attainment

Better course counselling and monitoring of student performance during the year resulted in students being more appropriately placed. The proportion of students achieving a WACE has remained approximately the same.

	Eligible Year 12 Students	Percentage achieving WACE
2010	101	95%
2011	75	96%
2012	59	93%

WACE Examination Participation

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2010	101	42	42%
2011	75	14	19%
2012	59	19	32%

There were significantly less students than previously undertaking university entrance courses and acquiring an ATAR due to more appropriate course selection.

Overall ATAR Performance

	Relative Performance
2010	-0.2
2011	0.5
2012	-0.6

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
2010	64.4	68.1	75.1
2011	71.7	68.1	75.6
2012	60.3	61.2	75.9

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 greater proportion of students taking ATAR courses in 2012 reduced the median to be close to Like Schools.

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

GOVERNOR STIRLING SENIOR HIGH SCHOOL

State	ATAR Students					
	School			Like-Schools		
	2010	2011	2012	2010	2011	2012
Top 33%	14%	7%	5%	18%	19%	7%
Middle 33%	19%	50%	21%	36%	27%	24%
Bottom 33%	67%	43%	74%	46%	54%	70%

Although the proportion of students in the top and middle thirds is still low it is closer to Like Schools. Contextual factors related to the relocation can account for some of the variation over the last two years.

The following tables show the percentage of Year 12 students achieving 75% or better in at least one ATAR course. Strategies are being adopted to improve on these results.

	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%
2012	19	1	5%

Student Performance – Stage 2 and/or 3 Courses

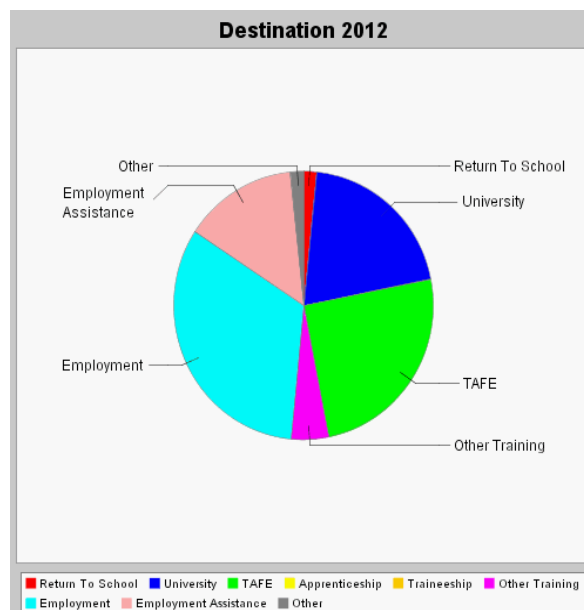
Course	Performance			Students		
	2010	2011	2012	2010	2011	2012
Biological Sciences	3			7		
Chemistry	2		3	15		6
English	3	3	2	39	15	17
Geography	2			8		
Human Biological Science	2	3		22	7	
Literature		3			9	
Mathematics	2	2	2	30	14	10
Modern History	2			7		
Physical Education Studies	2			7		
Physics	2	3		12	6	
Visual Arts	2			7		

The majority of WACE courses had 10 or less students enrolled, and, consequently, performance in these could not be meaningfully compared to the State or Like schools. Three courses could be compared statistically. In Mathematics (2CD and 3AB) and English (2CD and 3AB), student performance was as expected. However, performance in Chemistry 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 providing them with a broader range of courses to meet their needs and interests.

Student Performance – Stage 1 Courses – Grade Distribution

Course	School Percentages					State Percentages				
	A	B	C	D	E	A	B	C	D	E
Automotive Engineering and Technology	0	23	62	0	15	18	35	37	5	5
English	7	15	63	2	14	15	32	45	4	4
Mathematics	4	13	64	11	7	21	26	38	9	6
Outdoor Education	17	17	39	17	11	26	36	28	5	4
Physical Education Studies	27	16	27	23	7	19	33	39	7	2
Workplace Learning	15	5	49	20	12	29	31	29	5	5

Student Destinations 2012



	Intention 2011 School	Intention 2011 State	Destination 2012 School	Destination 2012 State	Variation School	Variation State
Return To School	0.0%	0.4%	1.6%	0.4%	1.6%	0.0%
University	3.9%	45.2%	20.3%	42.6%	16.5%	-2.6%
TAFE	42.3%	22.7%	25.0%	18.4%	-17.3%	-4.3%
Apprenticeship	23.1%	12.9%	0.0%	5.4%	-23.1%	-7.5%
Traineeship	3.9%	2.9%	0.0%	2.9%	-3.8%	0.0%
Other Training	15.4%	2.6%	4.7%	1.7%	-10.7%	-0.9%
Employment	7.7%	9.6%	32.8%	19.9%	25.1%	10.3%
Employment Assistance	0.0%	0.0%	14.1%	6.9%	14.1%	6.9%
Other	3.9%	3.8%	1.6%	1.8%	-2.3%	-2.0%
Total	100%	100%	100%	100%	-	-
% of students responding	32%	68.0%	79%	77.4%	-	-

More than half of the Year 12 cohort continued in some form of education or training in 2012, which is less than the previous year (56.5%) but similar to other years. (2010 – 53.0%, 2009 – 51.4%, 2008 – 49.4%). The proportion entering university remained approximately the same. The proportion undertaking employment assistance, however, increased (14.1%). Whereas the proportion entering an apprenticeship or traineeship decreased from around 10% previously, the proportion into direct employment was significantly higher than intention when in Year 11.

GOVERNOR STIRLING SENIOR HIGH SCHOOL

NAPLAN Student Performance – Relative Assessment – Year 9

Percentage of students in each Proficiency Band

	Year 9 Numeracy								
	School			Like Schools			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
10	3%	13%	5%	3%	3%	1%	6%	7%	9%
9	4%	3%	7%	6%	8%	5%	10%	12%	11%
8	22%	11%	12%	18%	15%	12%	22%	19%	19%
7	28%	29%	22%	35%	34%	28%	29%	28%	30%
6	30%	24%	44%	28%	31%	42%	22%	23%	23%
1 to 5	12%	19%	10%	10%	9%	13%	9%	8%	6%

NUMERACY – Top 3 Bands – Better than Like schools at 24% and slightly lower than the previous year. Significantly less students below the minimum standard than 2011 and slightly better than Like schools.

	Year 9 Reading								
	School			Like Schools			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
10	0%	2%	2%	2%	2%	2%	3%	5%	5%
9	6%	10%	13%	8%	7%	6%	12%	12%	12%
8	14%	28%	16%	17%	19%	16%	20%	21%	22%
7	26%	17%	25%	32%	30%	28%	25%	26%	27%
6	38%	26%	25%	25%	32%	28%	25%	23%	20%
1 to 5	17%	17%	18%	17%	11%	20%	14%	10%	11%

READING – Top 3 Bands – Similar to 2011 and significantly better than Like schools with 41%, huge increase from 2010. However, similar to Like schools below the minimum standard.

	Year 9 Writing								
	School			Like Schools			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
10	2%	10%	5%	3%	3%	1%	6%	7%	6%
9	6%	5%	6%	8%	7%	4%	10%	10%	9%
8	18%	12%	14%	21%	17%	13%	22%	19%	20%
7	14%	19%	9%	21%	20%	19%	20%	20%	21%
6	38%	19%	23%	30%	24%	23%	25%	18%	19%
1 to 5	22%	34%	44%	18%	29%	39%	16%	23%	22%

GOVERNOR STIRLING SENIOR HIGH SCHOOL

WRITING – Top 3 Bands – Better than Like schools with 25% but well below Reading. This will be targeted for improvement.

Band	Year 9 Spelling								
	School			Like Schools			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
10	4%	3%	2%	2%	1%	1%	5%	4%	4%
9	9%	12%	13%	10%	11%	8%	12%	14%	16%
8	23%	31%	20%	23%	24%	20%	25%	26%	25%
7	35%	19%	27%	28%	26%	28%	25%	25%	26%
6	11%	17%	23%	19%	21%	20%	15%	17%	15%
1 to 5	18%	19%	15%	18%	17%	22%	16%	13%	12%

SPELLING – Top 3 Bands – Higher (35%) than Like schools (29%) but less than 2011 at 46%. Better than Like schools with proportion of students below minimum standard.

	Year 9 Grammar & Punctuation								
	School			Like Schools			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
10	2%	3%	3%	4%	2%	1%	7%	3%	5%
9	7%	5%	10%	6%	4%	4%	10%	8%	12%
8	13%	27%	9%	19%	22%	15%	20%	26%	22%
7	38%	19%	30%	30%	29%	24%	28%	25%	24%
6	24%	22%	33%	23%	23%	34%	19%	18%	24%
1 to 5	15%	24%	14%	18%	20%	22%	14%	16%	11%

GRAMMAR & PUNCTUATION – Top 3 Bands – Similar (22%) to Like schools (20%), but proportion below the minimum standard (14%) significantly better than Like schools (22%).

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

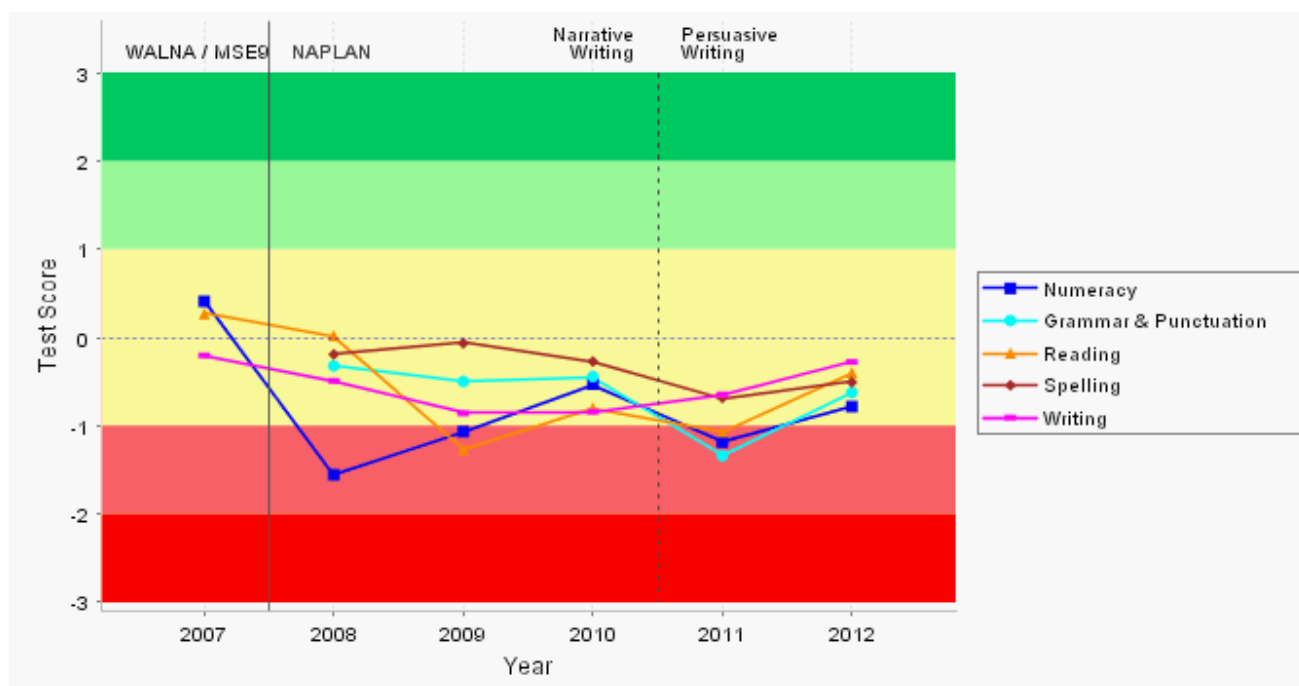
GOVERNOR STIRLING SENIOR HIGH SCHOOL

Comparative Performance for Year 9

Year 9	Performance						Students					
	2007	2008	2009	2010	2011	2012	2007	2008	2009	2010	2011	2012
Numeracy	2	3	3	2	3	2	202	134	134	122	62	126
Grammar & Punctuation		2	2	2	3	2		137	139	123	59	128
Reading	2	2	3	2	3	2	199	137	127	125	58	128
Spelling		2	2	2	2	2		137	139	123	59	128
Writing	2	2	2	2	2	2	198	137	135	125	58	128

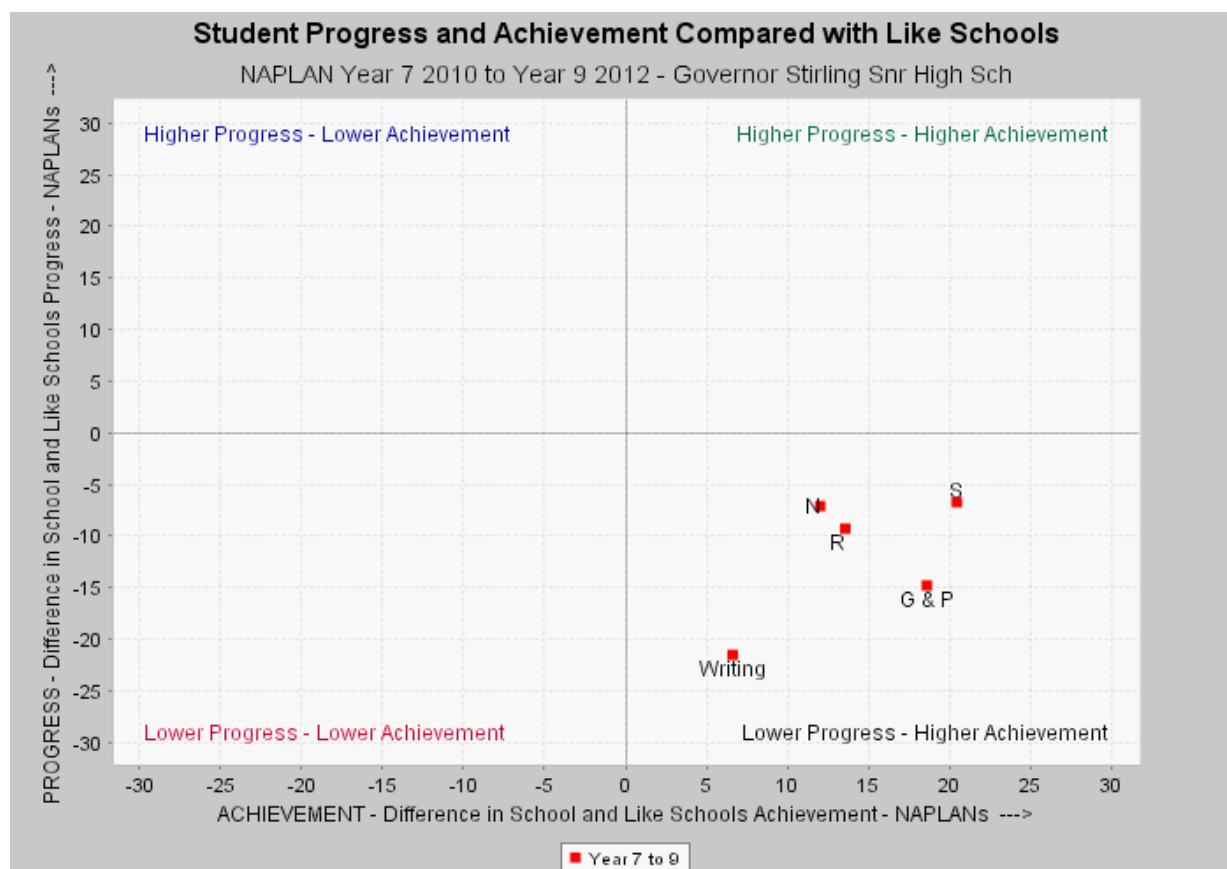
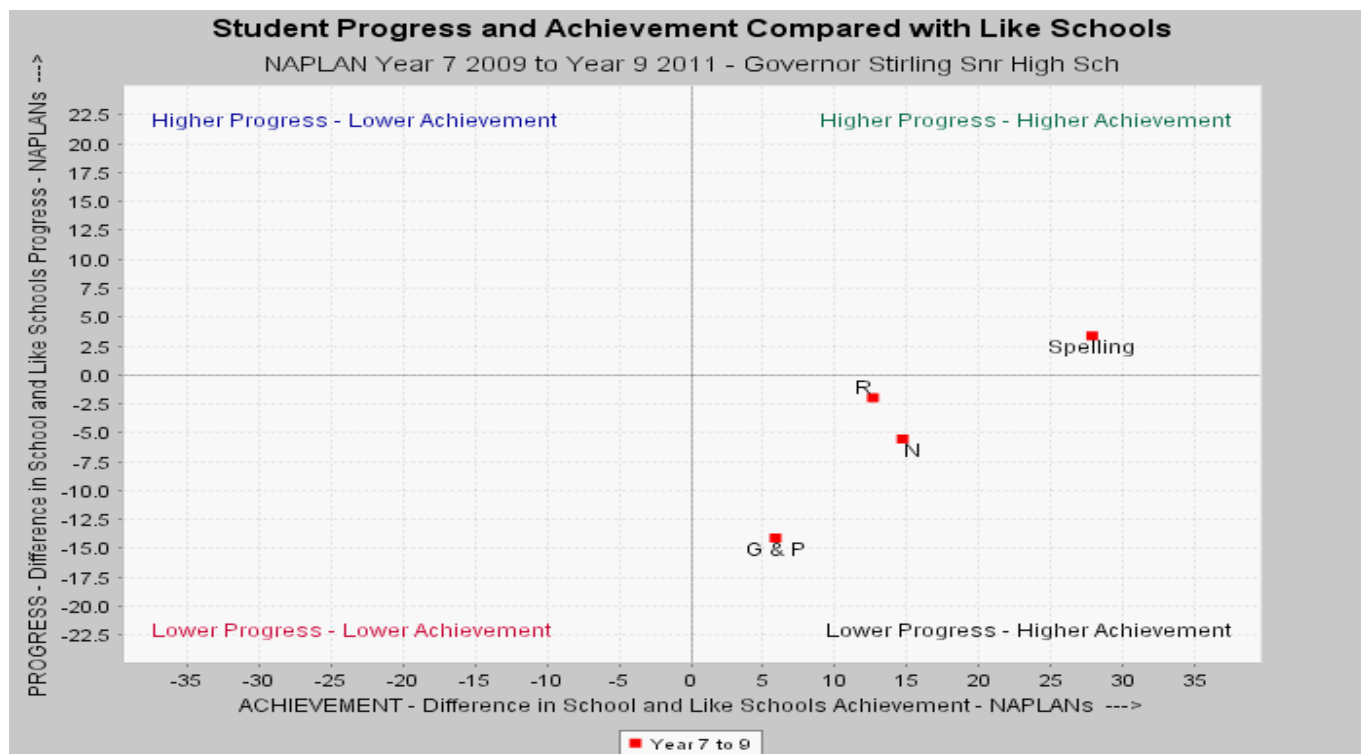
1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

Year 9 Performance – standard deviation from predicted school mean



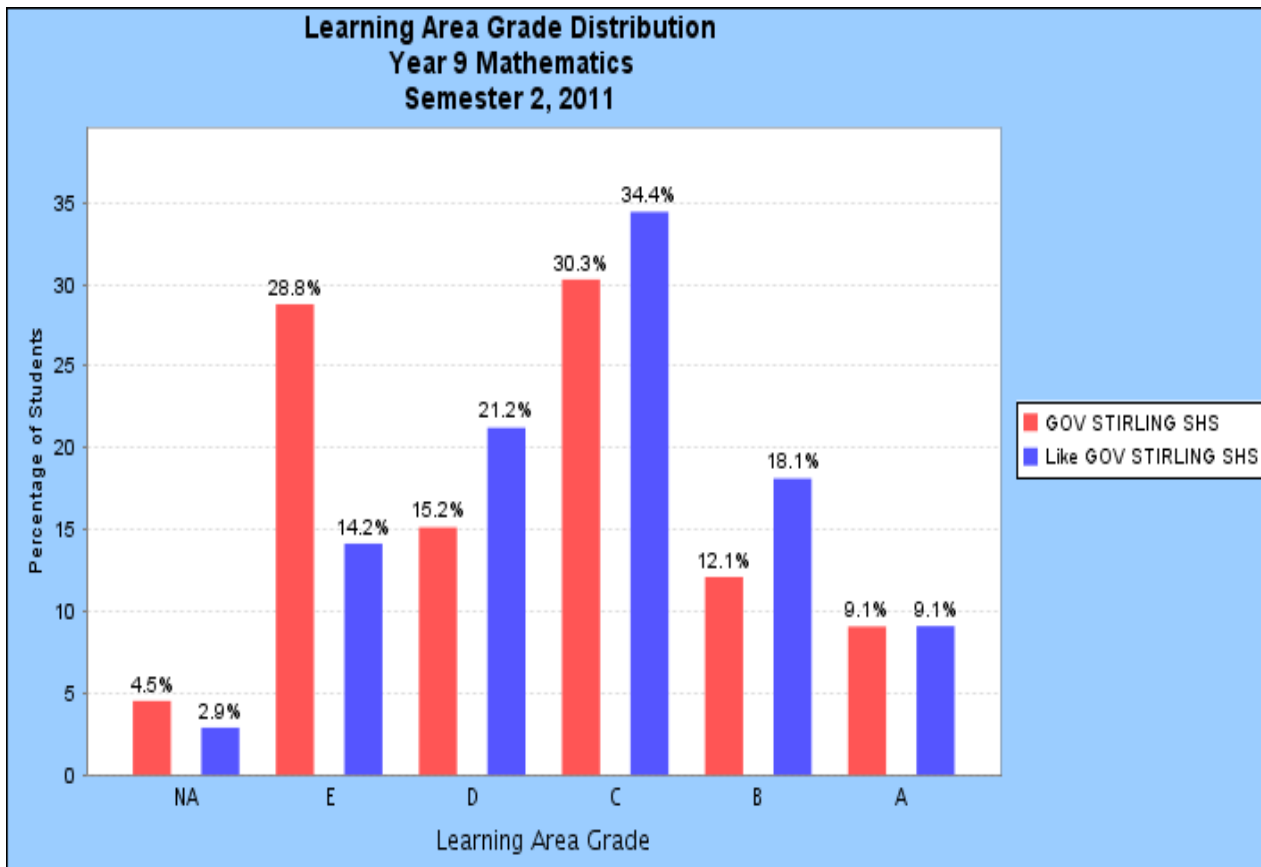
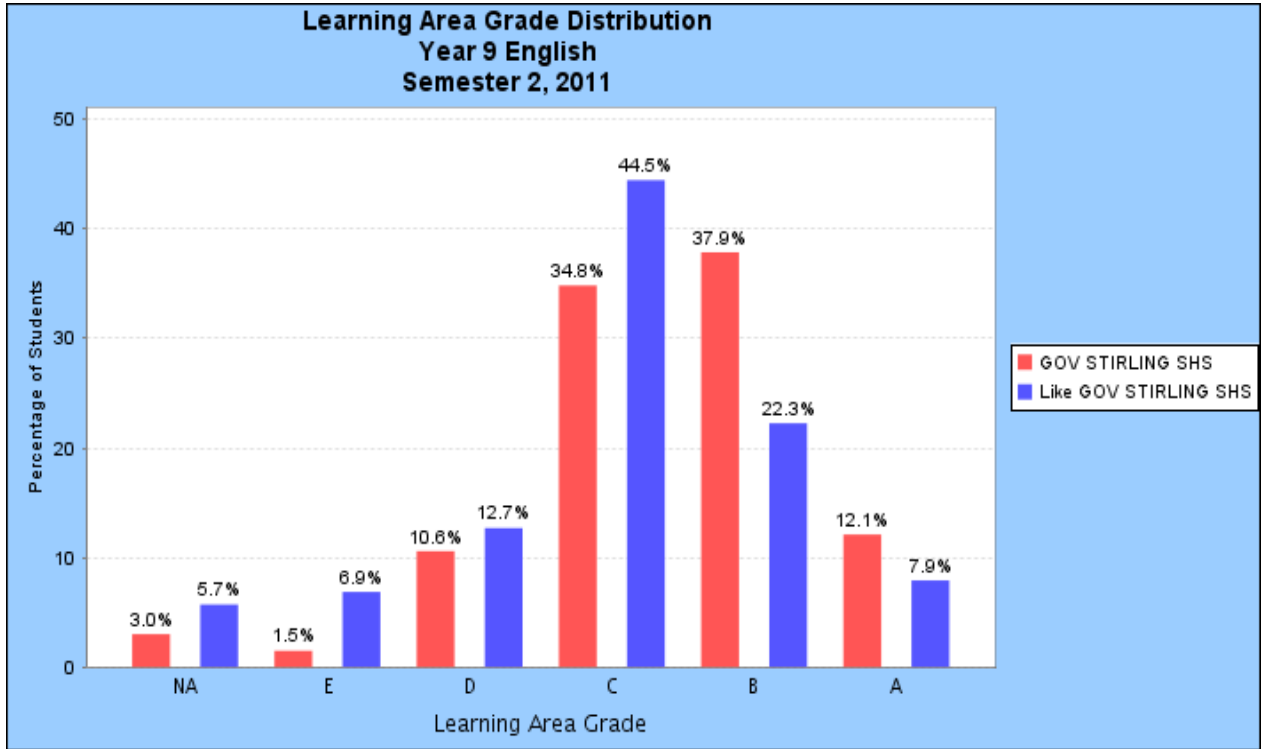
GOVERNOR STIRLING SENIOR HIGH SCHOOL

Student Progress – Year 9 Writing and Numeracy

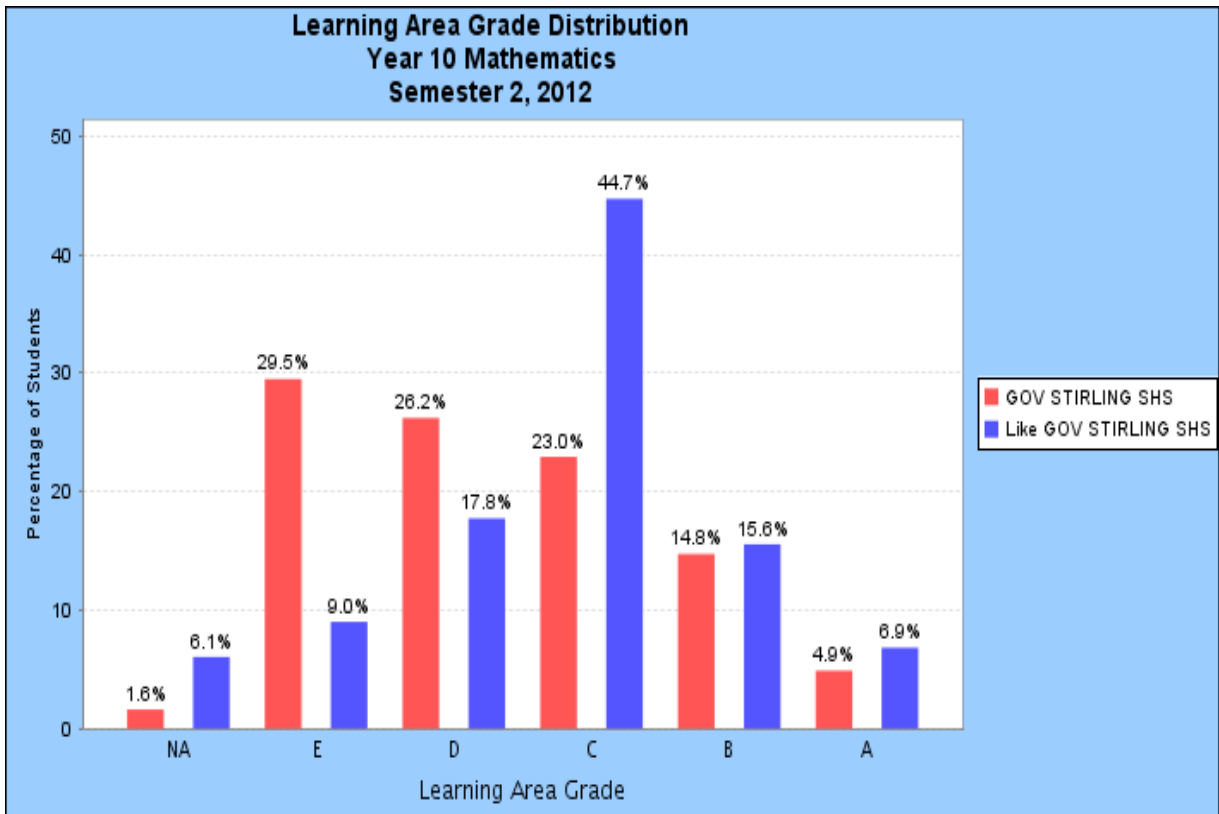
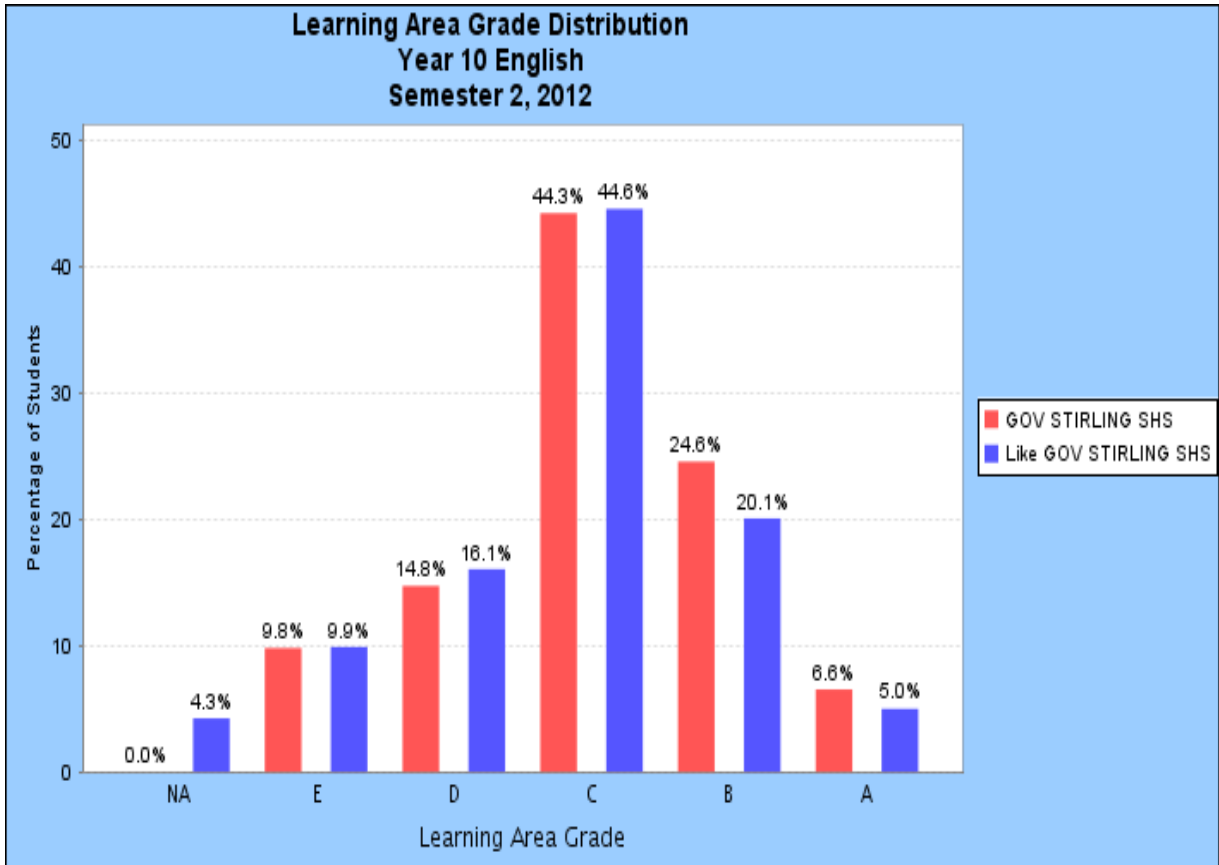


GOVERNOR STIRLING SENIOR HIGH SCHOOL

Student Progress Year 9 to 10 English and Mathematics



GOVERNOR STIRLING SENIOR HIGH SCHOOL



GOVERNOR STIRLING SENIOR HIGH SCHOOL

Performance Analysis – English and Mathematics – Year 9 and 10

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

ENGLISH

In 2012, 31% of Year 10 students achieved A/B which is higher than Like schools at 25%. This result is higher than the 2011 Year 10 cohort of 28.1%. However, the proportion of students gaining an A/B dropped significantly from the 50% in Year 9. In 2012, more students were awarded a lower grade, indicating lower level of achievement and less progress.

MATHEMATICS

In 2012, 19.7% of Year 10 students achieved an A/B, slightly less than the previous year. This was slightly less than Like schools (22.5%), consistent with 2011 Naplan data. Grade distribution was consistent from Year 9 to Year 10; however, a large proportion of students received an E grade both years which was significantly higher than Like schools. While strategies adopted had a positive outcome overall, contextual issues at the Midland Campus impacted adversely on performance of students in particular classes.

Student Performance – WAMSE – Relative Assessment

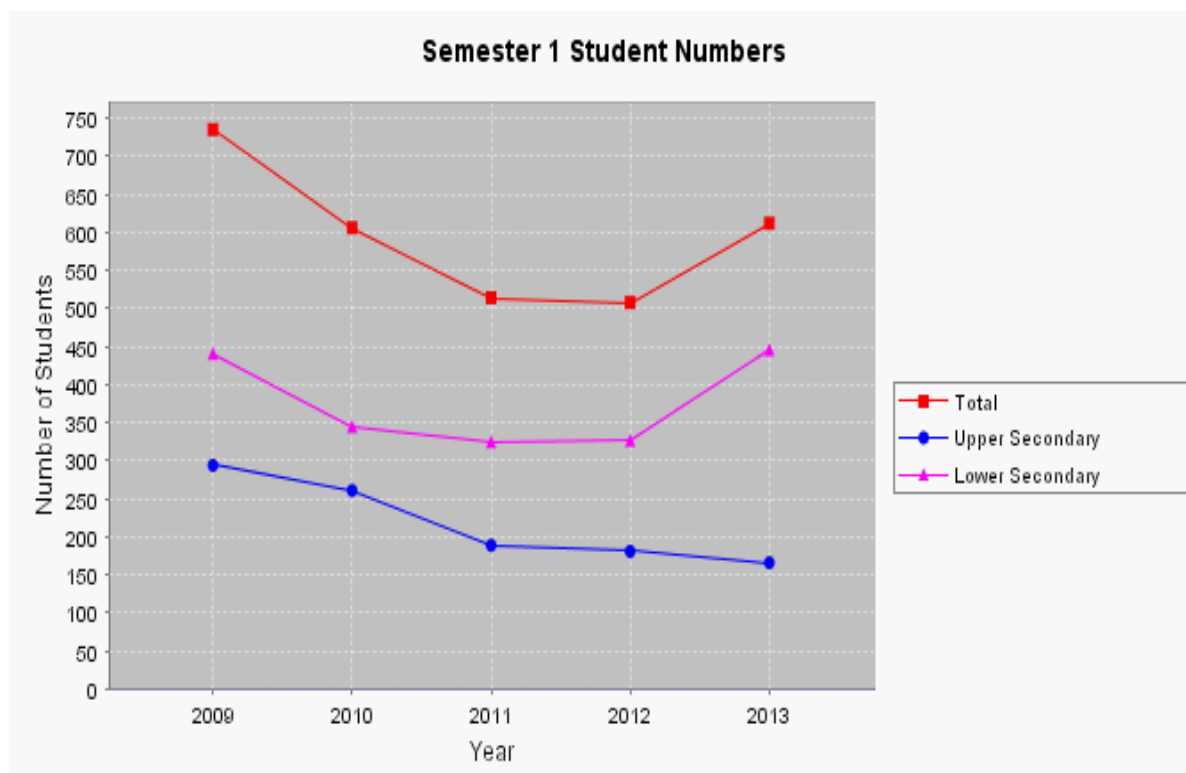
	Science			Society & Environment		
	2010	2011	2012	2010	2011	2012
Year 9	2	2	2	3	2	2

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



GOVERNOR STIRLING SENIOR HIGH SCHOOL

Secondary Attendance Rates

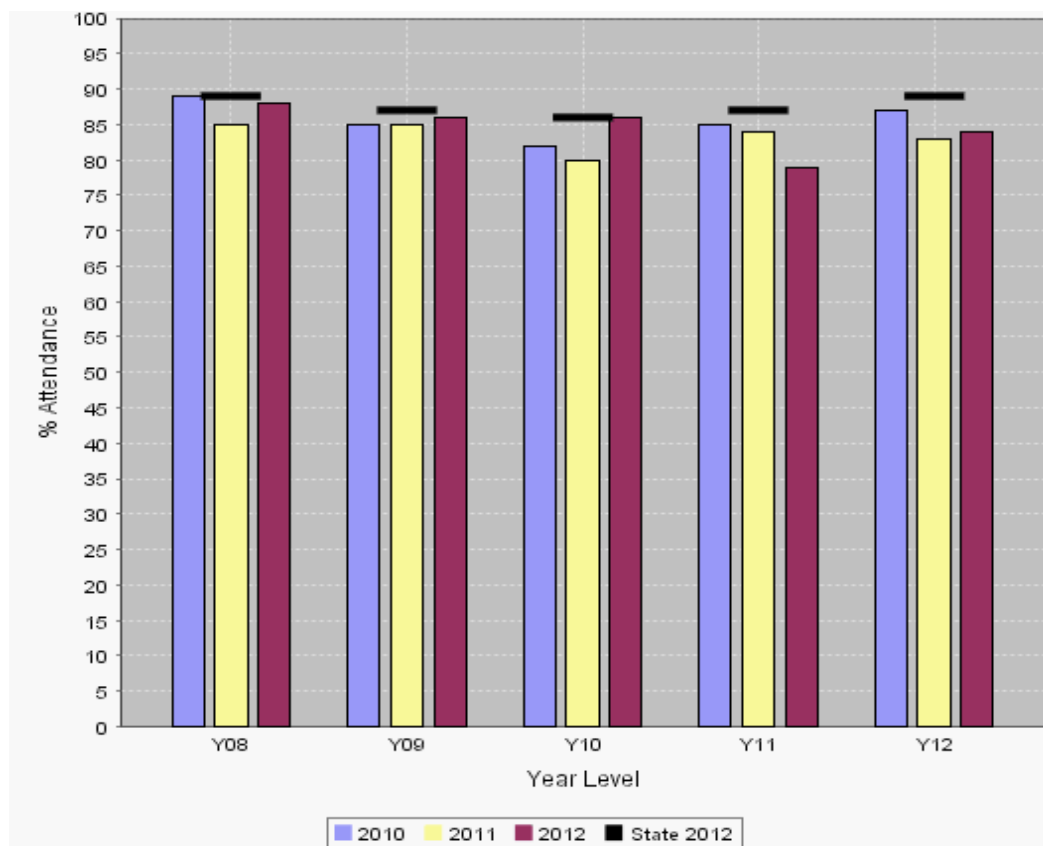
	Non - Aboriginal		Aboriginal		Total	
	School	State	School	State	School	State
2010	86.9%	89.2%	76.6%	66.6%	85.1%	87.6%
2011	85.5%	89.0%	73.2%	67.1%	83.1%	87.5%
2012	86.0%	89.3%	77.8%	67.9%	84.6%	87.7%

ABORIGINAL STUDENTS – Attendance continues to be above State average with a 4.6% improvement over the previous year. NON-ABORIGINAL STUDENTS – Attendance rate has been consistent over the last 3 years but continues to be below State average.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2010	48.0%	25.1%	17.8%	9.0%
2011	43.7%	28.1%	18.5%	9.5%
2012	45.2%	27.5%	18.8%	8.3%
State 2012	59.9%	22.5%	11.0%	6.4%

Attendance % - Secondary Year Levels

	Y08	Y09	Y10	Y11	Y12
2010	89%	85%	82%	85%	87%
2011	85%	85%	80%	84%	83%
2012	88%	86%	86%	79%	84%
State 2012	89%	87%	86%	87%	89%



GOVERNOR STIRLING SENIOR HIGH SCHOOL

Student Attendance Overall (%)

After an improvement in regular attendance from 2008 to 2009 to 59.0%, there was a marked decrease over the next 3 years. During 2011, attendance was significantly impacted by the building program requiring the school to be split over two sites. Factors included delays in completion, dislocation and lack of a 'sense of place', the senior student timetable structure, difficulty of senior students adjusting to the adult ethos, and teacher travel between sites.

Staff Profile 2012

	FTE	
Administration Staff		
Principal	1	
Deputy Principals	3	
Heads of Departments/Learning Areas	5	
Program Coordinators	1	
Total Administration Staff	10	
Teaching Staff		
Level 3 Teachers	3	
Teachers	30.92	
Total Teaching Staff	33.92	
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	68.77	

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.