



**GOVERNOR
STIRLING**
SENIOR HIGH SCHOOL

Annual Report 2017

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. Governor Stirling Senior High School is committed to ensuring 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 Plan and the school Annual Report.

Dr Pasco Putrino
Principal

PART ONE:

School Features

Overview

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

The school has a diverse student population, catering for all students and their educational needs. There are programs for the Gifted and Talented through to programs for students who need higher levels of support to engage in learning. Programs include senior school certificates, workplace learning and Follow the Dream/Partnerships for Success.

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

Features of the Learning Program

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

Gifted and Talented Education Program

Governor Stirling Senior High School offers the Department of Education's selective entrance Gifted and Talented Program in Mathematics, Science and the Humanities. Students in the program are provided a differentiated, enriched curriculum from Year 7 to Year 10.

Specialist Programs – ASP and School Based

Three Approved Specialist Programs offer students the opportunity for extension in Australian Rules Football, Engineering and Artsmedia. The Artsmedia program, now in its 6th year, delivered high quality teaching and learning to students. This included many extra-curricular workshops and extension activities.

The Engineering program, which commenced in 2013, continued the partnership with the University of Western Australia in the delivery of aspects of the program.

The Football Program, which commenced in 2001, has continued its success with many talented students successfully drafted into AFL and WAFL competitions. This year one of our first former students played in an AFL premiership, when Nathan Broad tasted success on Grand Final day for Richmond. In recent years, the school has been successful in the Senior Division of the Belt Up Cup championship and reached the Quarter Finals in 2017. The Year 7 boys were also undefeated in their season and the Junior and Senior Girls both had success winning their respective competitions. Two students represented WA at the 18s National Championships and four girls participated in the Girls 15s Championships. Currently, 140 boys and 20 girls are participating in the program.

The Netball Program has regular support from State League players and coaches and has an excellent reputation in the community for developing and improving local students. Two students represented WA at the National 19s Championships and another student represent Australia at the 15s World Championships and National 17s Championships. A Year 11 student was also selected to play in the Australian Netball League Premiership Team in 2017 and was awarded a WAIS scholarship for 2018.

Vocational Courses

A variety of AQF certificates are available to students. These include Certificate 2 in Information Technology, Automotive, Kitchen Operations, Sport and Recreation, Creative Industries, Tourism, and Business, and Certificate III Sport and Rec, and Certificate III Business. A number of students also completed courses at North Metropolitan TAFE College, private RTO and School-Based traineeships and apprenticeships. Workplace learning is also offered to students to provide school to work transition pathways for particular students in Years 11 and 12. In 2017, this program was introduced to Year 10 students and was well received.

Workplace learning numbers have increased dramatically from 39 to 105 students.

Growth in certificate level programs over the last few years has been strong. The extensive range of Certificate 2 courses now offered enables 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 96% in 2015 and continues to be high.

Aboriginal Education Programs

The school continues to offer programs to support Aboriginal students. The Follow the Dream/Partnerships for Success Program caters for students from Years 7 to 12 who aspire to enter university or further education. Students participated in homework classes and other extra-curricular activities, attended a camp, reward excursions for those with 90% plus attendance, seminars and other excursions to ECU, UWA and Curtin University.

A strong support team, which this year also included the Wirrpunda Deadly Sista Girlz, supports students and their families to engage in the range of programs available, including programs to improve literacy and numeracy skills. In 2017 the team initiated a whole school reflection on the Aboriginal Cultural Standards Framework that has guided the development of Noongar language throughout the school, an improved focus on Cultural Responsiveness in the classroom and the development of a Reconciliation Action Plan. Governor Stirling Senior High School is the first state secondary school in Western Australia to have a Reconciliation Action Plan approved by Reconciliation Australia.

Further to this a more rigorous exploration of culture and how this impacts learning in the classroom was undertaken. This resulted in the development of the Mooditj Marman Dancers who performed at a number of schools, Subiaco Oval, Worley Parsons and Government House for the Governor, Minister for Education and approximately 200 guests.

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

Budgeted funds were used to provide a range of support services to students. These included behaviour management, learning support, literacy and numeracy support including funding of the Reading Plus and Toe-by-Toe programs, WACE revision programs, and Aboriginal student attendance. This year saw the appointment of the Teaching and Learning Support Coordinator with 0.4 time allocated to identify students and support teachers with students with learning difficulties.

The Student Engagement Program (STEP) continued and aimed to engage students with behavioural issues back into the classroom. The program, resourced with a lead teacher and part-time education assistant, was reviewed and modified during the year to meet particular needs. The Aboriginal Engagement Strategy, also aimed at engaging students with poor class attendance or engagement, continued during 2017.

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

programs, lunchtime activities through Student Services and PE Departments, and collaboration with other community organisations.

Enrolment

The table below shows the student enrolment pattern over recent years. 2017 was the third intake of Year 7 students into secondary school.

Table 1: Enrolment Trends (from Census 2012 – 2017)

Start of	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2012		124	134	72	110	78	518
2013		181	129	136	90	74	610
2014		194	188	128	137	58	705
2015	185	183	186	193	128	104	979
2016	159	177	173	163	174	76	978
2017	148	162	170	173	151	142	946

The school commenced 2017 with an enrolment of 946 students, less than the previous year. Of particular note was the slight decline in Year 7 enrolment from the previous year due to slightly smaller enrolment in our feeder primary schools.

Thirteen percent of the Year 8 population were indigenous (Table 2), same as the previous year. It was interesting to note Year 12 retention was greater than previous years at 18.2% (Table 2a).

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

Table 2 Student Profile 2017

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Aboriginal	23	36	22	22	16	14	133
GATE	6	10	24	19			59
ArtsMedia	16	14	13	16			59
Engineering	19	16	23	18			76
Dance	17	14	19			9	59
Football	36	24	32	28	16	13	149
Netball	14	14	22	19	17	16	102
FTD	5	14	5	9	3	7	43
Cert 2					168	138	306
Cert 3					19	6	25

Table 2a Aboriginal Student Profile

	2017	2016	2015	2014	2013	2012
Yr 8	15.5%	13.0%	13.0%			
Yr 8		13.0%	13.0%	12.9%	12.2%	24.2%
Yr 12	9.0%	18.2%	13.4%	12.7%		

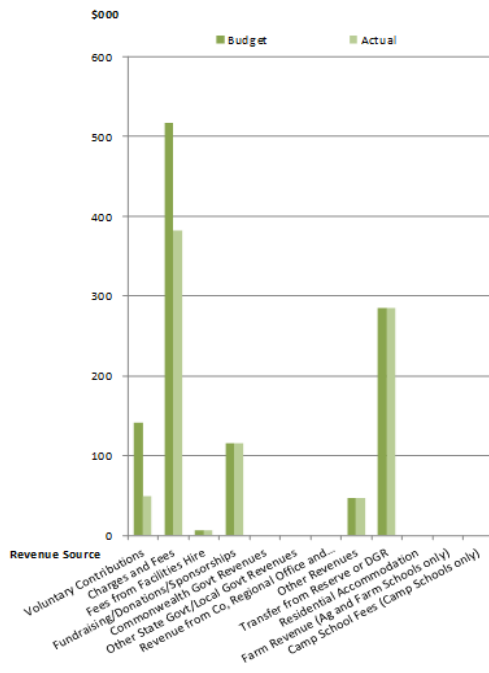
GOVERNOR STIRLING SENIOR HIGH SCHOOL

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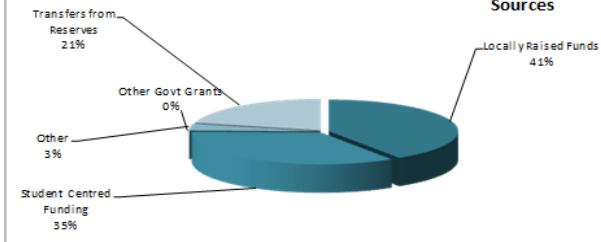
Governor Stirling Senior High School Financial Summary as at 31st December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 141,186.00	\$ 49,343.70
2 Charges and Fees	\$ 517,186.00	\$ 382,550.05
3 Fees from Facilities Hire	\$ 5,810.00	\$ 5,810.00
4 Fundraising/Donations/Sponsorships	\$ 115,621.00	\$ 115,621.63
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 47,305.76	\$ 47,307.67
9 Transfer from Reserve or DGR	\$ 285,245.00	\$ 285,244.66
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 1,112,353.76	\$ 885,877.71
Opening Balance	\$ 461,472.64	\$ 461,472.64
Student Centred Funding	\$ 468,003.80	\$ 468,003.32
Total Cash Funds Available	\$ 2,041,830.20	\$ 1,815,353.67
Total Salary Allocation	\$ 10,938,485.00	\$ 10,938,485.00
Total Funds Available	\$ 12,980,315.20	\$ 12,753,838.67

Locally Generated Revenue - Budget vs Actual

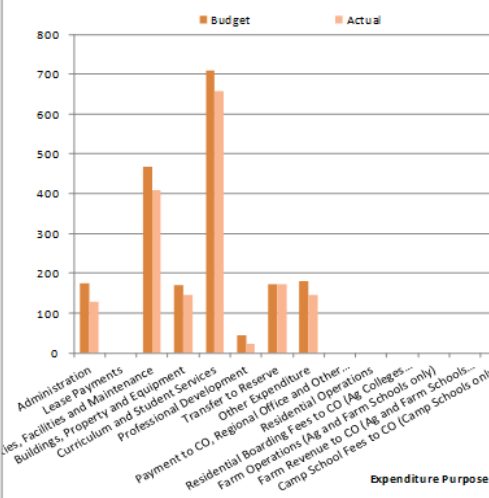


Current Year Actual Cash Sources

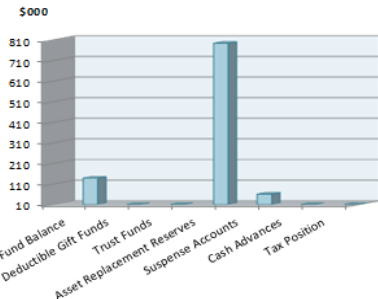


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 174,361.31	\$ 127,882.65
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 467,684.21	\$ 407,887.08
4 Buildings, Property and Equipment	\$ 169,943.32	\$ 145,638.99
5 Curriculum and Student Services	\$ 709,041.09	\$ 657,747.73
6 Professional Development	\$ 45,000.00	\$ 20,975.12
7 Transfer to Reserve	\$ 172,850.00	\$ 172,850.00
8 Other Expenditure	\$ 179,924.20	\$ 144,161.62
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,918,804.13	\$ 1,677,143.19
Total Forecast Salary Expenditure	\$ 10,765,062.00	\$ 10,765,062.00
Total Expenditure	\$ 12,683,866.13	\$ 12,442,205.19
Cash Budget Variance	\$ 123,026.07	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 961,307.40
Made up of:	\$ -
1 General Fund Balance	\$ 138,210.48
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 792,959.72
5 Suspense Accounts	\$ 60,322.20
6 Cash Advances	\$ 800.00
7 Tax Position	\$ 29,385.00
Total Bank Balance	\$ 961,307.40

Contributions and Charges 2017

The percentage of contributions and charges collected during 2017 was 63%. An improvement from 2016 which was 62% but less than the previous year at 69%. Efforts will continue with strategies to increase the collection rate for 2018.

PART TWO:***School Improvement and Priorities*****Grounds and Buildings**

During 2017, a number of improvements were made to school facilities, some to improve security, others to improve student well-being.

Improvements undertaken were:

- Shade sails in the main quadrangle \$22,000
- Bicycle compound \$35,000
- CCTV around the school \$40,000
- Garrison fencing around the school \$82,000
- New entrance to Administration \$19,000

Student Performance

The focus on improving student performance in all year groups continued throughout the year. This included continuing to focus on teaching and learning, better monitoring of student engagement and on offering quality professional learning to staff. To this end, aspects of John Hattie's Visible Learning were implemented across the school, staff upskilling in areas of need such as VET competencies, and CMS training.

The school continued to achieve results better than Like schools in Year 12. Of the 43 ATAR students, 8 achieved an ATAR of 90 or above with the top student achieving 99.65. The ATAR mean of 77.4 was significantly better than Like schools (65.7) and close to the government school mean of 78.7. The school mean included 10 students with ATAR below 55.

Literacy and Numeracy

Literacy support of an additional two periods of literacy continued for identified Year 8 and 9 students. In addition, Reading Plus was again delivered to Year 7 and 8 students. Toe-by-Toe, a literacy program for students with very low literacy, continued to be delivered during the year to identified students. Literacy support extended to students in the senior years. The success of this was evident with 100% of Year 12 students achieving their literacy component of the WACE.

A structured and targeted numeracy program continued for all students during the year.

Both programs continued to improve student NAPLAN performance and literacy and numeracy

for WACE – 99% of Year 12 students achieved the numeracy standard.

Attendance

Student attendance continued to be a priority during the year. Student attendance improved over the year with Aboriginal student attendance improving the most. However, whilst overall slightly better than Like schools at 54.9% regular attendance, significant improvement is still expected. Hence, attendance continues to be a school priority.

Information Technology

During the year \$232,991 Ex GST was spent on IT equipment.

50 x Desktop PCs student use	\$31,435.00
126 x Notebooks student use	\$140,680.00
40 x Tablet devices teachers	\$37,860.00
1 x SIS Server + Licences	\$7,600.00
1 x Academy Server	\$5,898.00
3 x Notebook Trolleys	\$8,190.00
3 x Printers	\$1,358.00

The PCs and Notebooks replace out-dated equipment. The Academy Server enables the Academy software to be implemented – an initiative for more effective monitoring of student attendance, communication with parents, and other services. It links with SIS and presents a more user-friendly interface than the SIS software.

The tablet devices enable more effective use of IT in teaching and learning by staff.

GIFTED AND TALENTED PROGRAM

Attainment/WACE Performance

Thirteen students completed the school program to Year 12.

All 13 students completed an ATAR course.

ATAR range: 22.8 (99.65 – 76.85)

ATAR Mean: 90.19

ATAR Median: 90.60

Thirty other students completed an ATAR course.

ATAR range: 68.4 (92.3 – 23.70)

ATAR Mean: 64.20

ATAR Median: 67.70

Destination

All Gifted & Talented students received University offers, and all received their first university/course preference.

Differentiated Program Years 7-10

Numerous activities provided differentiation in Years 7 – 10.

English

- Participation in Perth Writers' Festival
- Academy Conference in Philosophy
- Interschool debating (**one team made finals**)
- Poet in Residence
- Year 10 theatre experience – Orwell's 1984
- The Year 10 program involves explicit teaching of thinking skills and compacting the curriculum in preparation for senior school.

Mathematics

Competitions include:

- Australian Mathematics Competition
- Havesumfunonline
- National Olympiad Problem Solving - a focus on higher order proficiencies and problem solving
- CAS calculators, Laptops to access Mathematics software to provide extension
- Year 10 students completing the 10A Australian Curriculum course.

Humanities & Social Science

- National Geographic, History Competitions
- ANZAC Essay & visit to Law Courts.

Science

- Robotics, Big Science Day competition
- Curtin University Mildew Project, Curtin ConocoPhillips Science Experience.

General

Year 8 & 9 students attended World Scholars' Cup event;

- Two Year 9 students attended Youth Summit
- Students participated in UWA's ASPIRE Program involving both incursions & excursion to UWA for all Year groups 7 - 12. These included workshops "Building Blocks" (Yr. 7), "Who Stole the Peacock" (Yr. 8), Race Around UWA (Yr. 9), Careers Discovery (Yr. 10), Metro overnight camp (Yr. 11) and Guest speaker program for Yr. 12. The Year 7 and 8 students participated in Aspire Maths activities days which included coding and scale/ratio activities
- In 2017, students were involved in STEM activities including Landgates HackEd Day.
- Year 10 students toured Canberra which included Civics & Citizenship activities as well as Science, Art & Cultural visits.

Differentiated/Extension program for Senior Students

- Homework extension classes, university visits & guest speakers, competitions (AMC), UWA Aspire Mentoring (Metro Camp, Academic extension scholarships).

Professional Development

- Modules 2 & 3 Gifted Education (2 days) – 1 teacher
- Module 2 Gifted Education (1 days) – 1 teacher

Finances

School allocation to fund the program activities and delivery (including staffing): \$337,498.

PART THREE:

School Performance and Student Achievement

2017 Awards

Awards	Number of Students
Certificate of Distinction	2
Certificate of Merit	5
ATAR of 90 and above	8
Certificate III	6
Certificate II	92
First 50 WACE Achievements	110 (86%)
First 50 Median ATAR	78.1

Student Participation

	Eligible Y12 Students	Number acquiring a TER/ATAR		VET – UoC participation Rate	VET % of students completing a Cert II or higher
2014	52	10	19%	96%	80%
2015	90	19	21%	93%	96%
2016	53	15	28%	n/a	106%
2017	128	42	24%	85%	90.5%

The number of students completing Year 12 and eligible for the WACE increased significantly from the previous year, which reflected the 'half-cohort' that entered secondary school. The proportion of students undertaking university entrance courses at 24% and those participating in vocational education and training was consistent with recent years.

WACE Attainment

WACE attainment decreased again reflecting the current requirements of achieving the WACE. Some were on alternate pathways due to their inability to complete the requirements within the two years of schooling.

	Eligible Year 12 Students	Percentage achieving WACE
2015	90	96%
2016	53	91%
2017	128	84%

Overall ATAR Performance

State	ATAR Students					
	School			Like-Schools		
	2015	2016	2017	2015	2016	2017
Top 33%	26%	13%	24%	10%	13%	17%
Middle 33%	37%	27%	36%	26%	26%	25%
Bottom 33%	37%	60%	43%	64%	61%	58%

	Relative Performance	
2015	1.3	Above Expected - more than one standard deviation above the predicted school median
2016	0.2	Expected - within one standard deviation of the predicted school median
2017	1.23	Below Expected - more than one standard deviation below the predicted school median

Median ATAR

	School	Like-Schools	State
2014	72.4	63.3	75.6
2015	75.8	62.6	76.0
2016	69.8	65.5	78.2
2017	77.4	65.7	78.7

Relative performance by ATAR students was again strong. The median ATAR improved significantly this year, which was well above Like schools. Although these students represented 24% of the cohort, there was a wide range of scores through to 99.65. The results continue to reflect appropriate course selection.

The proportion of students in each tricile improved from the previous year, showing continued improvement over recent years. Ten students (or 24%) achieved at least one score of 75 or more, which was a significant improvement from the previous year. Two students achieved 75 or more in 4 of their ATAR courses.

	Number acquiring an ATAR / TER	Number achieving one or more scale scores of 75+	Percentage achieving one of more scaled scores of 75+
2014	10	1	10%
2015	19	4	21%
2016	15	1	7%
2017	42	10	23.8%

Student Performance – Stages 2/3 and ATAR Courses

Course	2015	2016	2017	2015	2016	2017
Accounting and Finance			1			6
Biology			2			
Chemistry	2	3	2	14	8	30
English	2	2	2	19	17	43
Human Biological Science	1			12		
Human Biology		2	2		7	
Mathematics	1			18		
Maths Specialist		1	2		4	10
Maths Methods		2	2		9	
Maths Applications		2	2		6	
Modern History	1	2	2	6	8	6
Physics	1	2	2	10	6	17

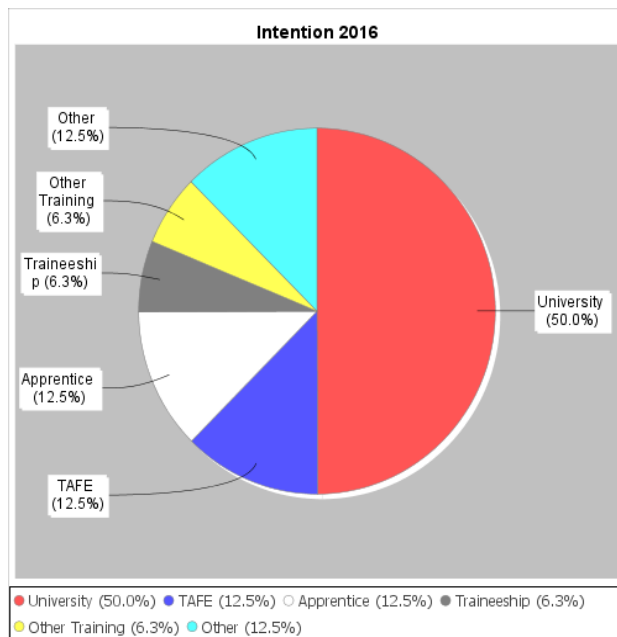
1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

The mean performance in Accounting and Finance, Geography, Biology and Music was above the State mean with Accounting and Finance the highest at 7.7% above. All other courses were within the expected range.

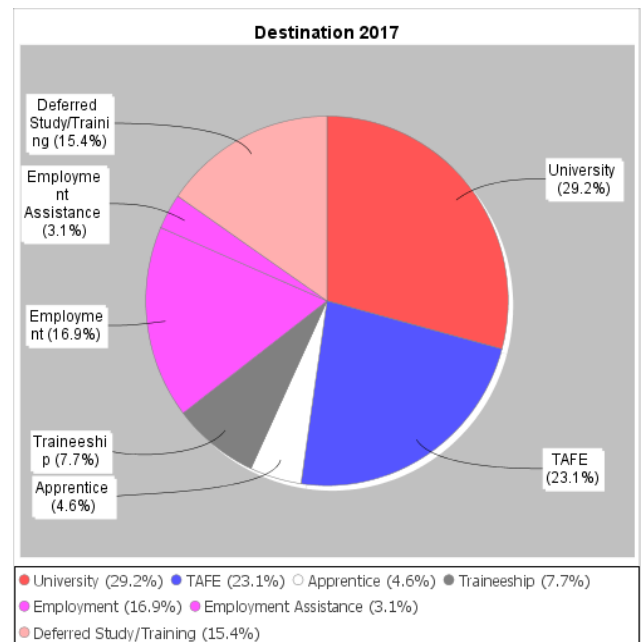
Student Performance – Stage 1 Courses – Grade Distribution

	School Percentages					WA Public Schools Percentages				
	A	B	C	D	E	A	B	C	D	E
Building and Construction	5	29	38	24	5	8	29	54	7	2
Career and Enterprise	14	24	35	8	19	17	29	42	7	6
Design	8	48	36	4	4	13	29	46	7	6
English	5	18	62	5		9	26	52	6	
Geography	0	21	64	7	7	10	27	53	6	3
Integrated Science	26	26	35	13	0	15	27	46	8	4
Mathematics	20	20	40	7	13	13	26	42	11	7
Outdoor Education	4	31	54	4	8	11	35	42	8	4
Physical Education Studies	3	24	50			11	26	50		
Visual Arts	3	23	63		7	13	23	49		5

Year 12 intentions 2016



Year 12 Destinations 2017



	Intention 2016 School	Intention 2016 State	Destination 2017 School	Destination 2017 State	Variation School	Variation State
Return To School		0.6%		0.6%		0.0%
University	50.0%	48.7%	29.2%	35.2%	-20.8%	-13.5%
TAFE	12.5%	19.1%	23.1%	22.1%	10.6%	3.0%
Apprentice	12.5%	10.7%	4.6%	2.0%	-7.9%	-8.7%
Traineeship	6.3%	1.9%	7.7%	2.2%	1.4%	0.3%
Other Training	6.3%	2.9%		1.3%		-1.6%
Employment		11.9%	16.9%	16.0%		4.1%
Employment Assistance			3.1%	7.1%		
Other	12.5%	4.2%		2.3%		-1.9%
Deferred Study/Training			15.4%	9.4%		
Total	100%	100%	100%	100%	-	-
% of students responding	21%	0.0%	86%	0.0%	-	-

Significantly more students (64.6%) of Year 12s continued in some form of education or training in 2017 than in previous years. However, this is still less than the State.

The proportion undertaking employment decreased once again to 17% (20.5% in 2016, 40% in 2014 and 24.5% in 2015) while the proportion undertaking employment assistance also decreased to 3.1% (6.8% in 2016, 14% in 2014 and 21% in 2015). More graduates deferred study this year than the year before.

NAPLAN Student Performance – Relative Assessment – Year 9

Percentage of students in each Proficiency Band

Band	Year 9 Numeracy								
	School			Like schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
10	10.91%	4.26%	5.62%	3.08%	2.38%	2.05%	9.8%	8.9%	7.8%
9	10.34%	7.92%	16.25%	7.14%	7.79%	8.57%	14.0%	14.5%	14.5%
8	24.13%	32.31%	27.5%	24.13%	22.83%	26.34%	25.7%	25.3%	28.0%
7	29.31%	34.14%	24.37%	37.9%	39.49%	34.28%	30.2%	30.8%	28.6%
6	23.56%	20.12%	24.37%	24.13%	24.02%	26.68%	17.8%	17.7%	19.6%
1 to 5	1.72%	1.21%	1.87%	3.6%	3.45%	2.05%	2.5%	2.8%	1.5%

NUMERACY – The proportion of students in Bands 8 to 10 increased to 49% with the highest increase in Band 9. This is well above Like schools. The proportion below the minimum standard was small and consistent with Like schools.

Band	Year 9 Reading								
	School			Like schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
10	6.17%	2.39%	4.37%	1.6%	2.58%	2.23%	6.2%	5.6%	4.9%
9	8.98%	16.76%	10.62%	8.37%	9.64%	7.15%	15.1%	14.8%	13.1%
8	24.71%	24.55%	23.75%	21.57%	23.58%	27.59%	24.7%	26.3%	30.8%
7	23.03%	28.74%	32.5%	31.22%	31.77%	27.81%	24.6%	28.1%	23.3%
6	29.77%	17.96%	19.37%	26.78%	24.96%	25.3%	21.3%	18.8%	19.2%
1 to 5	7.3%	9.58%	9.37%	10.43%	7.44%	9.9%	8.1%	6.4%	8.7%

READING – There is a greater proportion of students in Bands 6 and 7 and below the minimum standard than in previous years. Whilst this is in line with Like schools, it does represent a decline and a renewed focus for improvement. Reading Plus, introduced in 2016, which accounted for some improvement in 2016, did not appear to have the same impact in 2017. This will be reviewed. Although lower progress was made, overall achievement continued to be higher than Like schools.

Band	Year 9 Writing								
	School			Like schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
10	5.61%	4.19%	3.12%	1.08%	1.87%	1.93%	4.5%	3.8%	4.9%
9	8.98%	8.98%	5.0%	3.97%	4.56%	5.75%	7.8%	7.8%	8.9%
8	17.41%	23.35%	23.75%	18.77%	18.07%	18.28%	24.0%	22.1%	22.2%
7	23.59%	22.75%	17.5%	23.38%	28.33%	22.77%	22.3%	26.2%	22.9%
6	17.97%	26.34%	24.37%	21.71%	25.7%	24.31%	19.0%	23.0%	20.0%
1 to 5	26.4%	14.37%	26.25%	31.06%	21.45%	26.93%	22.5%	17.0%	21.1%

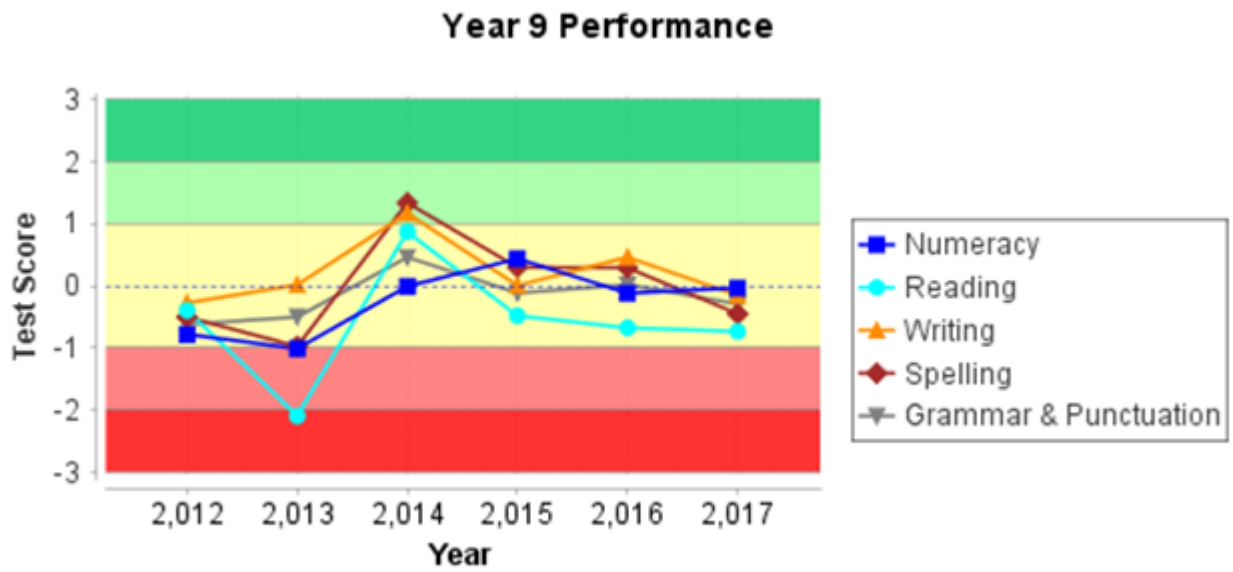
WRITING – Better progress was made by students in lower bands than higher bands. Further analysis shows the Aboriginal student progress has improved over previous years, but overall achievement still requires improvement. A focus for the future will be in the middle bands. Significant improvement was made in bands 1 to 5. Reading Plus and Toe-by-Toe literacy programs will continue into 2018 but will also be reviewed.

Comparative Performance for Year 9

Year 9	Performance						Students					
	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
Numeracy	-0.8	-1.0	-0.0	0.4	-0.1	-0.0	126	116	181	174	164	160
Reading	-0.4	-2.1	0.9	-0.5	-0.7	-0.7	128	117	184	178	167	160
Writing	-0.3	0.0	1.2	0.0	0.5	-0.2	128	121	184	178	167	160
Spelling	-0.5	-1.0	1.3	0.3	0.3	-0.5	128	119	183	178	169	161
Grammar & Punctuation	-0.6	-0.5	0.5	-0.1	0.0	-0.3	128	119	183	178	169	161

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

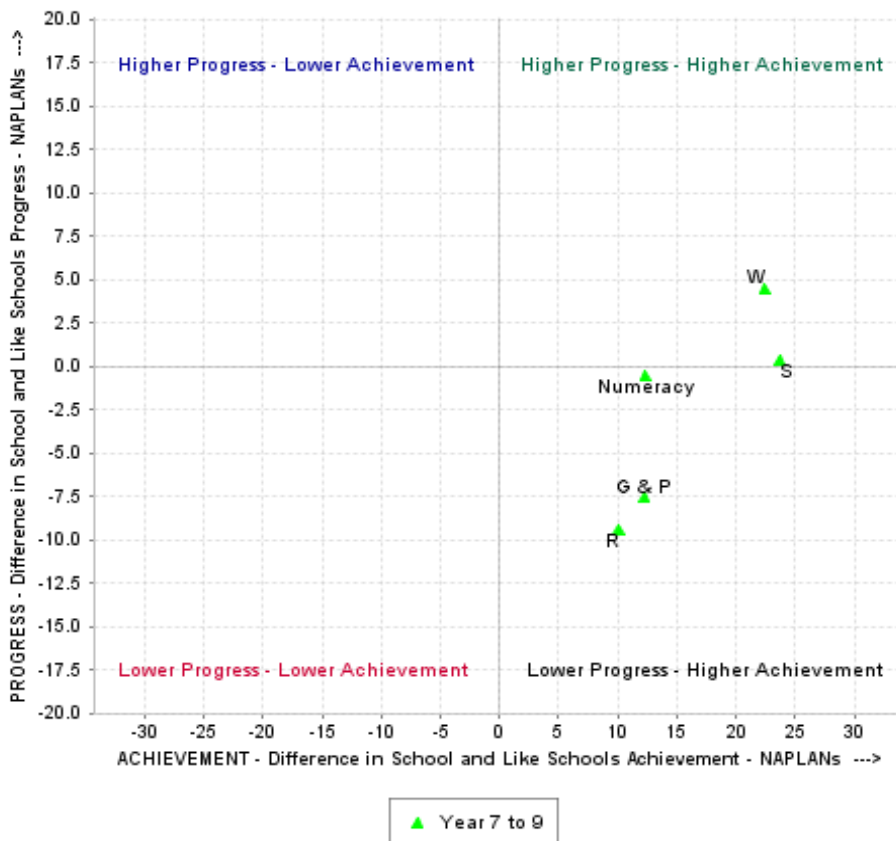
Year 9 Performance – standard deviation from predicted school mean



Student Progress – Year 9 and Numeracy, Reading, Writing, Spelling and Punctuation & Grammar

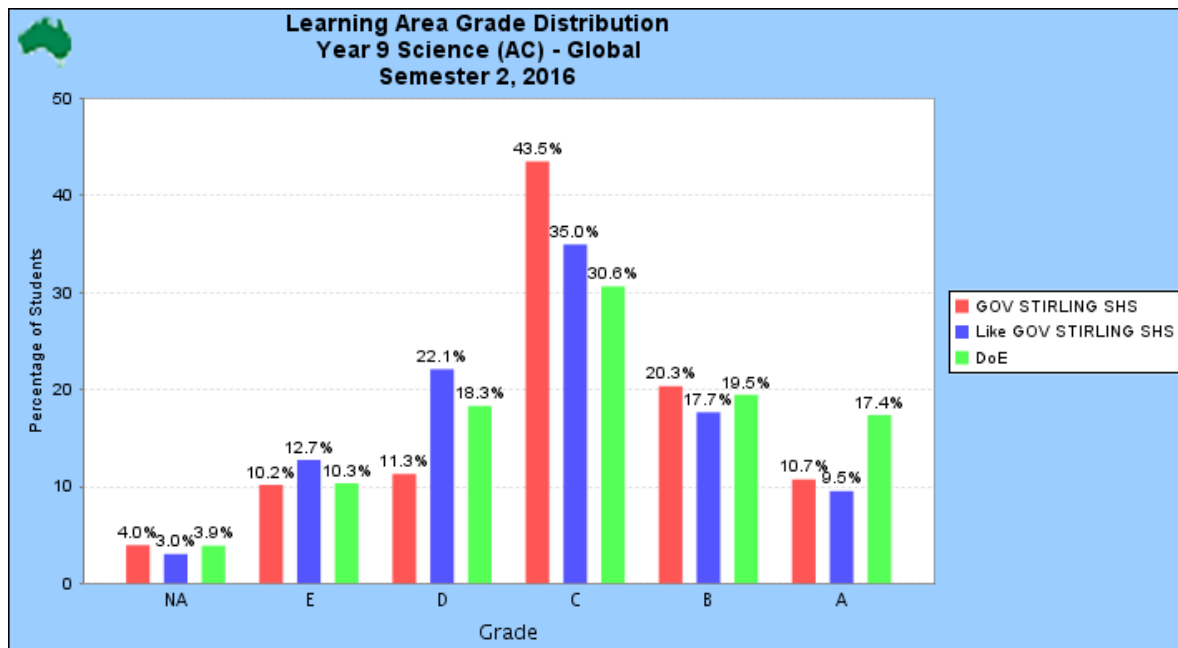
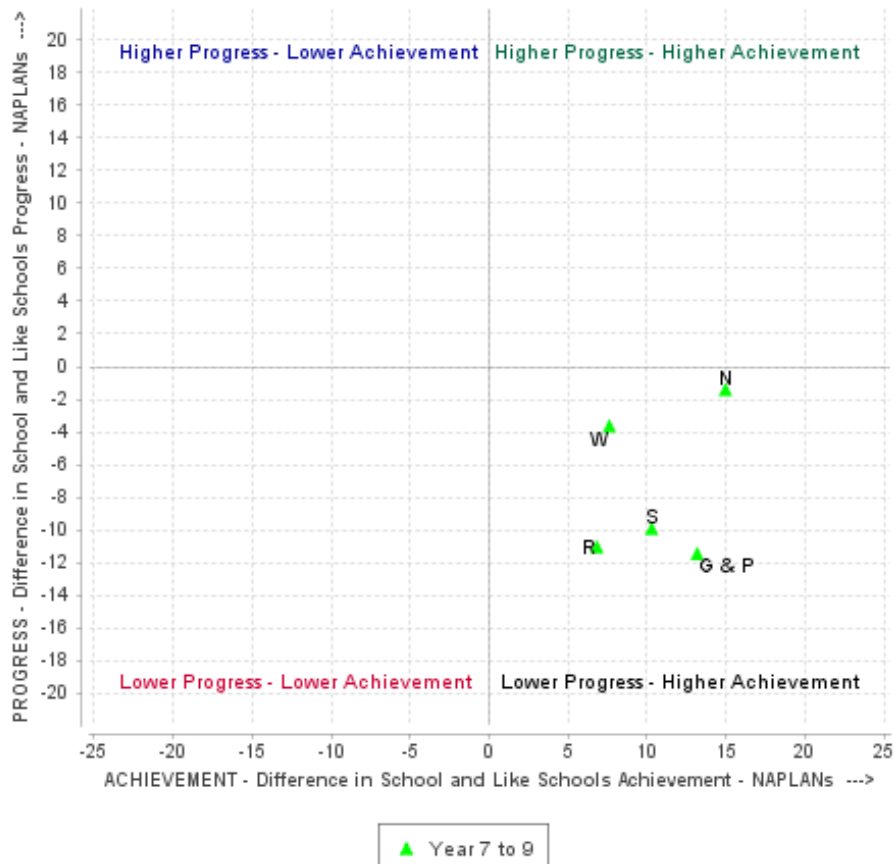
Student Progress and Achievement Compared with Like Schools

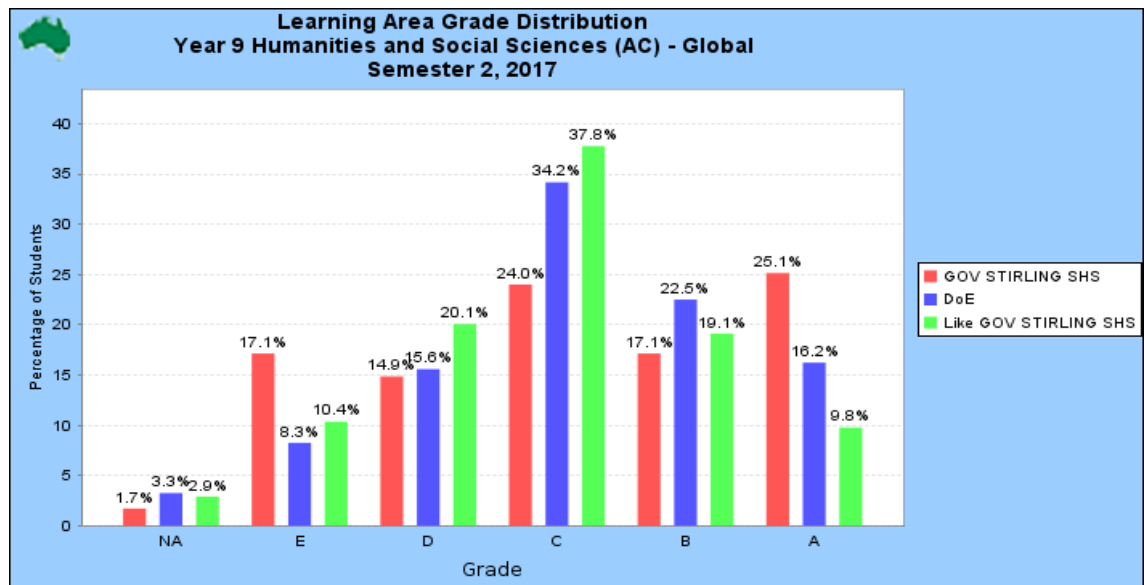
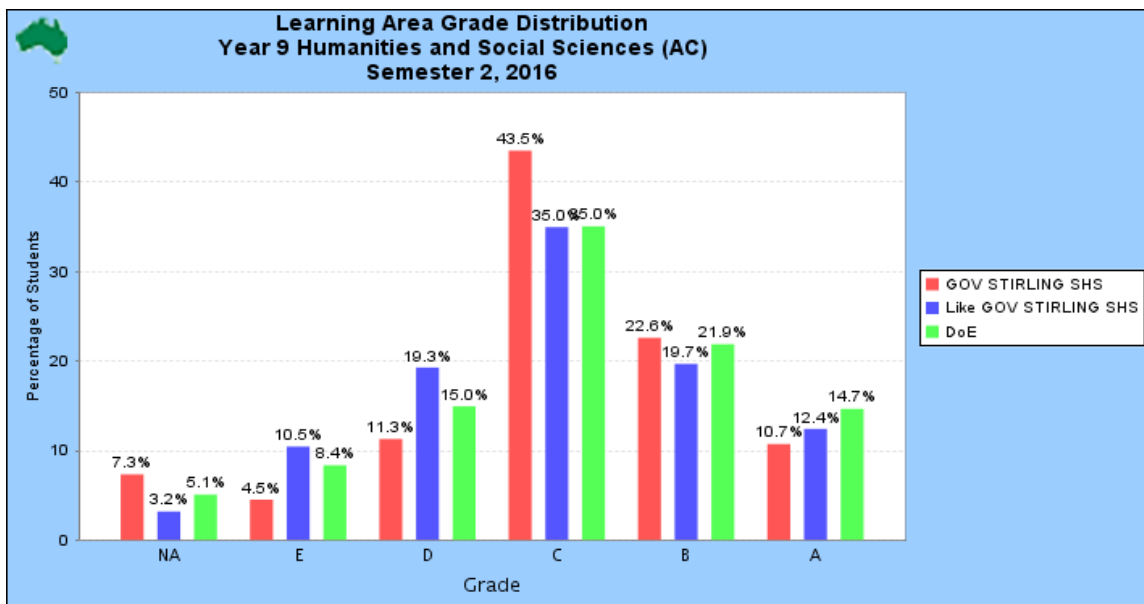
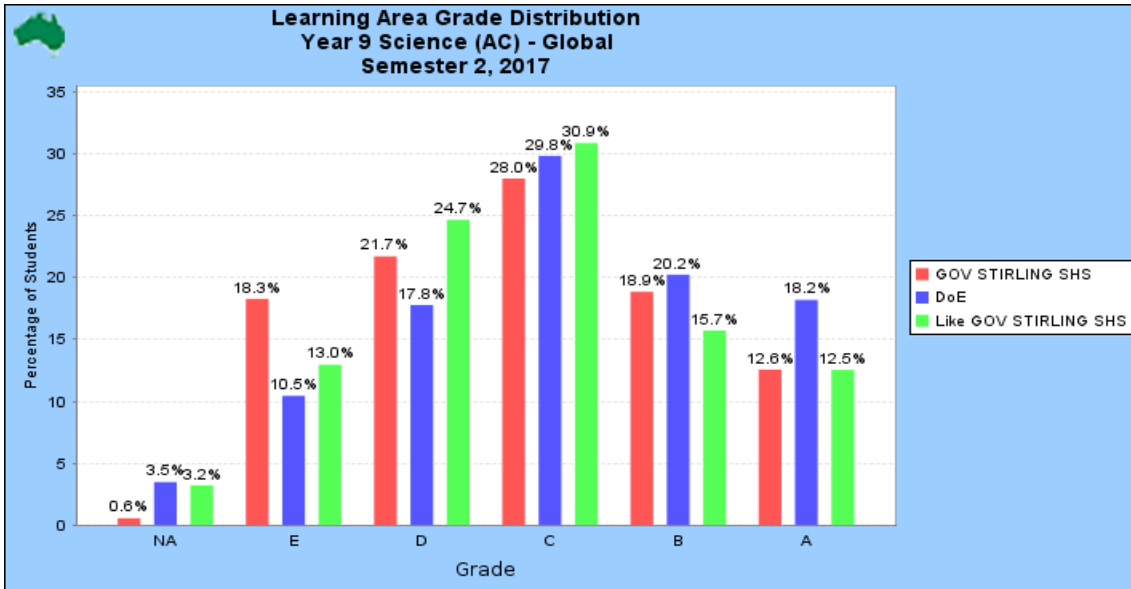
NAPLAN Year 7 2014 to Year 9 2016



Student Progress and Achievement Compared with Like Schools

NAPLAN Year 7 2015 to Year 9 2017





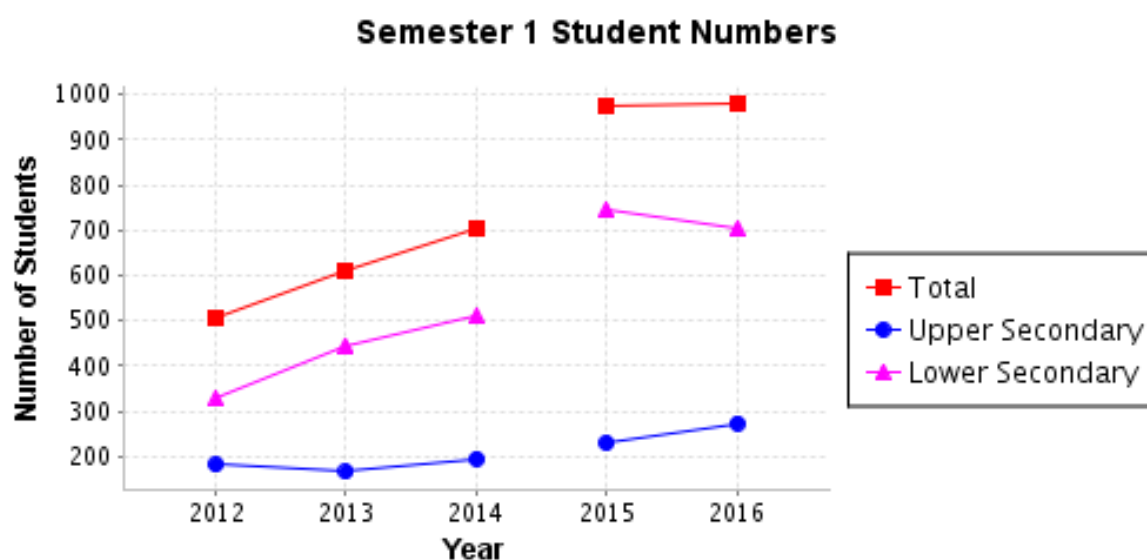
Performance Analysis – Year 9 Science and Humanities & Social Sciences

From the Graphs above, the following is noted:

Science – The proportion of students achieving an A / B grade (31.5%) was consistent with the previous year, slightly above Like schools (28.2%). However, the proportion of students achieving D / E was significantly higher than Like schools in contrast to the previous year where less students achieved below a C grade than Like schools.

Humanities & Social Science – There was a significant improvement in the proportion of students achieving an A grade (from 10.7% to 25.1%), with an overall increase in A / B grades to 42%. This is higher than Like schools. There was, however, an increase in the proportion of students achieving E grade compared to the previous year. These results indicate a greater spread of grades than in previous years.

STUDENT PARTICIPATION – NUMBERS and TRENDS



	2013	2014	2015	2016	2017
Lower Secondary	451	499	745	672	656
Upper Secondary	154	187	212	250	291
Total	605	686	957	922	947

Secondary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like schools	WA Public Schools	School	Like schools	WA Public Schools	School	Like schools	WA Public Schools
2015	88.6%	86.3%	89.7%	72.1%	70.9%	68%	86.3%	84.9%	87.9%
2016	85.8%	86.9%	89.5%	63.5%	73.8%	67.4%	82.6%	85.7%	87.7%
2017	87.4%	87.1%	89.7%	67%	68.8%	66.6%	84.5%	85.1%	87.8%

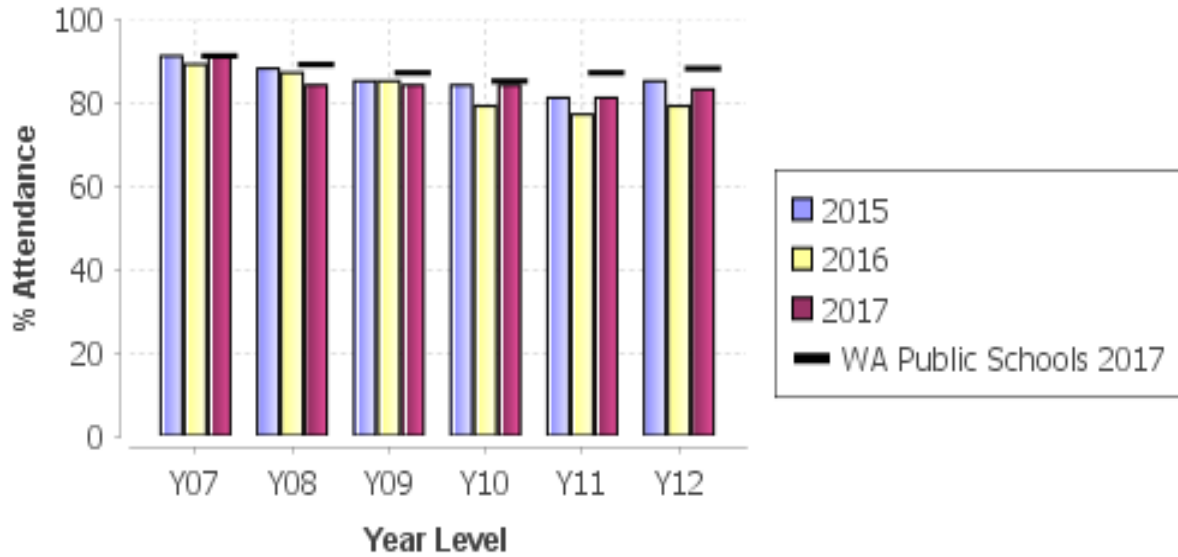
	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	57.7%	21.7%	12.5%	8.1%
2016	50.1%	22.3%	14.7%	12.6%
2017	54.9%	20.2%	13.4%	11.5%
Like schools 2017	53.6%	22.4%	13.8%	10.2%
WA Public Schools	62.0%	20.0%	11.0%	7.0%

	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	28.1%	17.4%	26.8%	27.5%
2016	23.3%	15.5%	21.4%	39.6%
2017	31.8%	12.2%	18.9%	37.2%
Like schools 2017	28.0%	19.6%	22.6%	29.8%
WA Public Schools	26.0%	19.0%	21.0%	34.0%

ABORIGINAL STUDENTS – Regular attendance improved over the year to 31.8% and was just above Like and WA Public schools. This was after a decline over the previous three years. Aboriginal student attendance, however, continues to be a school priority.

NON-ABORIGINAL STUDENTS – Although student attendance increased slightly over the year, it continues to be a school priority.

Attendance % - Secondary Year Levels



	Y07	Y08	Y09	Y10	Y11	Y12
2015	91%	88%	85%	84%	81%	85%
2016	89%	87%	85%	79%	77%	79%
2017	91%	84%	84%	84%	81%	83%
WA Public Schools 2017	91%	89%	87%	85%	87%	88%

Student Attendance Overall (%)

Year 7 student attendance continues to be the highest, with Year 8 and 9 showing a decline over the past 2 years. Whilst there has been some improvement in the other years, efforts will be made for continued improvement.

Staff Profile 2017

	No	FTE	ABL
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Heads of Departments and Learning	6	6.0	0
Program Coordinators	4	3.0	0
Total Administration Staff	13	12.0	0
Teaching Staff			
Level 3 Teachers	3	3.0	0
Other Teaching Staff	70	61.7	2
Total Teaching Staff	73	64.7	2
School Support Staff			
Clerical / Administrative	16	14.3	4
Gardening / Maintenance	1	1.0	0
Instructional	5	3.2	5
Other Non-Teaching Staff	12	9.8	0
Total School Support Staff	34	28.2	9
Total	120	104.9	11

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

=== END OF REPORT ===