



Governor Stirling Senior High School

A SCHOOL OF CHOICE.

We are proud of and greatly value the tradition that underpins the school and the Wadjuk Noongar land on which it is built.

Governor Stirling SHS has been an important cornerstone of the local community for more than 50 years. We are proud of our history of academic and sporting excellence in student achievement.

We are proud of and greatly value the tradition that underpins the school, which is recognised by maintaining the original school motto 'Honour before Honours'.

The school ethos is largely tied to the unique nature of the diverse local community, which is hard working, innovative and practical.

We support the values of:



These values guide our actions to provide an environment to optimise student learning.

PRIORITY 1

Success for all students

Provide opportunities to achieve positive outcomes in support of their aspirations for the future, whether that is future education, training or direct employment.

Strategies	Target/Indicators
Develop student positive reward system.	An increased number of positive points distributed through the positive rewards system in every year.
Identify students' needs and provide timely support and case management for all students.	100% of retention and success of all students in programs and/or alternative pathways through to Year 12. Engage with stakeholders to increase explained absences to 100%. 70% of students achieve regular attendance (90%).
Develop and enact whole school literacy and numeracy plans.	25% of the Year 9 cohort will achieve above Band 8 in Reading, Writing and Numeracy. 75% of students attain OLNA by round 2 in Year 11. All Year 12 students attain WACE.

PRIORITY 2

High quality teaching

A renewed and relentless focus on the best possible teaching practices.

Strategies	Target/Indicators
Teachers participate in collaboration, observation and reflection.	All staff are accessing relevant professional learning and performance management. Positive WHITS survey responses and other data.
Strengthen technology-based learning and support to: <ul style="list-style-type: none"> • complement online professional collaboration among students, • staff and parents. 	Increased usage of Connect and other appropriate online platforms to promote student achievement.
Augment sustainable technology into the curriculum.	Sustainable technology will be implemented into each learning area over the three years.
Reinforce the consistent school wide pedagogy, differentiated classrooms, visible learning through induction and informal publicity.	Regular use of learning intentions and success criteria throughout the school.

PRIORITY 3

Excellence in leadership and support

Further develop our capabilities and responsiveness for now and in the future.

Strategies	Target/Indicators
Increase participation of the student leadership body throughout the school.	Increase of student leaders leading in events throughout the school.
Increase focus on staff and student wellbeing including implementing sustainable approaches that support the physical, mental and social welfare of staff and students.	Record improvements resulting from collection of anecdotal and formal data from department survey.
Establishment of ongoing formal and informal programs for graduates and new staff including relief.	Establishment and evidence of meetings, programs, participation and timelines including the school calendar.

PRIORITY 4

Innovative cultural programs

We provide diverse and distinctive learning opportunities to meet the varied interests and ambitions of our students.

Strategies	Target/Indicators
Develop a culturally responsive school spirit through celebrations, ceremonies and community events.	Incorporate and record at least one cultural activity or event within the school per term.
Work towards strengthening the diverse composition of the School Board & Student Council.	Composition is reflective of the broader school community.
Advancement of the Aboriginal Cultural Standards Framework by becoming more responsive to students' sense of belonging.	Records of staff professional development on cultural inclusivity.
Continuance of staff professional development facilitated by the Maali centre staff.	60% of Aboriginal students will maintain regular attendance (90%).

