GOVERNOR STIRLING
SENIOR HIGH SCHOOL

Annual Report 2018

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 Gifted and Talented students through to students who require higher levels of support. 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 delivers high quality teaching and learning to students. This includes extra-curricular workshops and extension activities.

The Engineering program, which commenced in 2013, continues 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.

In recent years, the school has been successful in the Senior (Cable) Division of the championship. This year, the team once again made it through to the quarter finals of the Redimed Cup. Mitchell Bain was this year's captain of the Swan Districts Colts team that made the Grand Final at Optus Stadium.

The Junior Girls AFL have gone from strength to strength and defeated Byford Secondary College in the Inaugural Fremantle Dockers School Girls Cup. The junior boys – Years 8 and 9 - won the Grand Final Eagles Cup against Emmanual Catholic College played at Optus Stadium.

The captain of the school's Year 7 team was selected into the WA State AFL 12s team and was also named the State Captain of the team.

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. In 2018, one student represented WA at the National 19s Championship and was identified in the 19s Australian Squad. Another student represented the 17s Championship and was selected to represent Australia at the 17s World Championships this year. Two Year 10 students were selected in the 2019 State School Girls WA squad. A Year 12 student was also selected to play in the Australian Netball League Premiership Team in 2018 and signed with West Coast Fever as Training Partner for 2019.

Vocational Courses

A variety of AQF certificates are available to students. These include Certificate II in Information Technology, Automotive, Kitchen Operations, Sport and Recreation, Creative Industries, and Business, and Certificate III Business. A number of students also completed courses offsite through a range of RTO providers and School-Based traineeships and apprenticeships. Workplace learning is also offered to students to provide school to work transition pathways for students in beginning in Year 10 and continuing through Years 11 and 12

Growth in programs over the last few years has been strong. The extensive range of Certificate II 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 has increased and continues to be high, with almost every Year 12 completing a Certificate qualification.

Aboriginal Education Programs 2018

The school continues to offer culturally responsive 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 Aboriginal Education team, which this year continued to include the Wirrpanda Foundation's Deadly Sista Girlz, supported the academic, social and emotional needs of students and their families and encouraged them to engage in a range of culturally responsive programs available, including programs to improve literacy and numeracy skills.

The whole school reflection on the Aboriginal Cultural Standards Framework which began in 2017 continued strongly in 2018 through professional development sessions across the year led by the Aboriginal Education team. The idea of Noongar language being taught in the school was developed further, as was the improved focus on cultural responsiveness in the classroom. The school's Reconciliation Australia-approved Reconciliation Action Plan, the first ever implemented in a Western Australian state high school, was reviewed and improved upon.

As part of a more rigorous exploration of culture and how this impacts learning in the classroom, Governor Stirling's Mooditj Maaman (boys) dance group was joined by the Moorditj Yok (girls) dance group. As the 2018 NAIDOC theme was *Because of Her – We Can!,* it was the girls' group which did the lion's share of dance performances in 2018, performing at a number of schools and at both the WASTAA (Western Australian Teaching Administrators' Association) and the WASSEA (Western Australian Secondary School Executives Association) state conferences.

NAIDOC Day was again celebrated across the school, honouring the achievements of Aboriginal and Torres Strait Islander women. Activities included a whole-school assembly, song and dance performances, story-telling, rock painting as well as lunchtime food, entertainment and stalls set up by local support agencies around a giant sand circle.

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, and Aboriginal student attendance. The use of the Teaching and Learning Support Coordinator continued through the year. The number of Education Assistants increased to provide continued support to the increased number of students with educational needs and their teachers.

The Student Engagement Program (STEP) was discontinued due to lack of sufficient resources. However, the Aboriginal Engagement Strategy, also aimed at engaging students with poor class attendance or engagement, continued during the year.

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 2013 – 2018)

Start of	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
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
2018	155	143	153	165	161	119	896

The school commenced 2018 with an enrolment of 896 students, less than the previous year. Of particular note was the slight increase in Year 7 enrolment from the previous year.

Almost thirteen(12.9%) percent of the Year 7 population was indigenous (Table 2), less than the previous year.

Retention of Aboriginal students from Year 8 (2014) to Year 12 (2018) was 73.6%, above the general cohort of 61.3%. Aboriginal and non-Aboriginal student retention to Year 12 continues as a school priority.

Table 2 Student Profile 2018

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Aboriginal	20	21	30	21	22	12	126
GATE	10	13	12	25	12	15	87
ArtsMedia	17	15	14	13			59
Engineering	21	20	16	22			79
Dance	20	8		12			40
Football	35	37	18	26	20	9	145
Netball	14	11	13	22	12	14	86
FTD	7	8	18	8	9	6	56
Cert 2				2	198	139	339
Cert 3				0	25	21	46

Table 2a Aboriginal Student Profile

	2018	2017	2016	2015	2014	2013	2012
Yr 7	12.9%	15.5%	13.0%	13.0%			
Yr 8			13.0%	13.0%	12.9%	12.2%	24.2%
Yr 12	9.5%	9.0%	18.2%	13.4%	12.7%		

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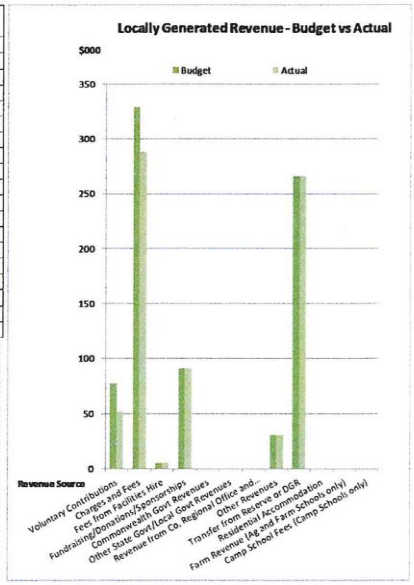
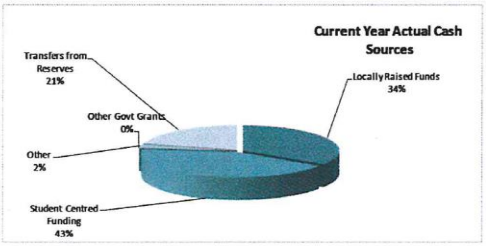
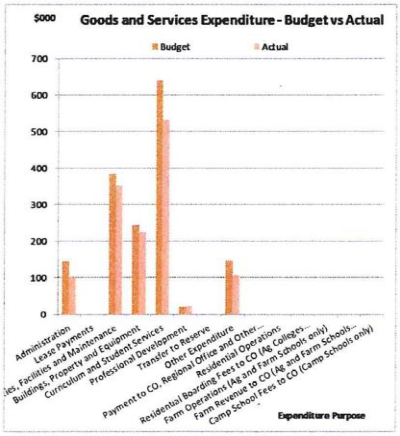
Governor Stirling Senior High School
Financial Summary as at
31st December 2018

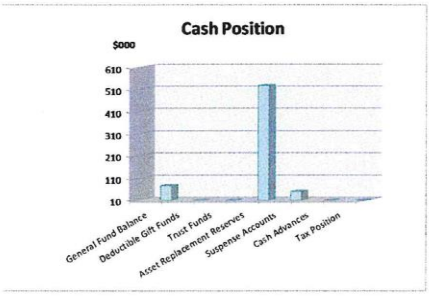
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 77,217.00	$ 52,409.19
2	Charges and Fees	$ 328,755.00	$ 288,347.74
3	Fees from Facilities Hire	$ 5,268.00	$ 5,268.31
4	Fundraising/Donations/Sponsorships	$ 90,845.00	$ 90,844.95
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 30,858.00	$ 30,858.78
9	Transfer from Reserve or DGR	$ 266,095.00	$ 265,914.50
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 799,038.00	$ 733,643.47
	Opening Balance	$ 138,210.48	$ 138,210.48
	Student Centred Funding	$ 540,993.00	$ 540,993.34
	Total Cash Funds Available	$ 1,478,241.48	$ 1,412,847.29
	Total Salary Allocation	$ 10,124,693.00	$ 10,124,693.00
	Total Funds Available	$ 11,602,934.48	$ 11,537,540.29





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 143,643.00	$ 102,281.23
2	Lease Payments	$ -	$ -
3	Utilities, Facilities and Maintenance	$ 384,136.98	$ 351,245.20
4	Buildings, Property and Equipment	$ 243,813.90	$ 223,671.52
5	Curriculum and Student Services	$ 640,411.48	$ 532,933.14
6	Professional Development	$ 20,150.00	$ 20,512.81
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 147,099.00	$ 105,590.62
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	$ 1,579,254.36	$ 1,336,234.52
	Total Forecast Salary Expenditure	$ 9,731,875.00	$ 9,731,875.00
	Total Expenditure	$ 11,311,129.36	$ 11,068,109.52





	Cash Position as at:	
	Bank Balance	$ 643,918.49
	Made up of:	$ -
1	General Fund Balance	$ 76,612.77
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 527,045.22
5	Suspense Accounts	$ 50,562.50
6	Cash Advances	-$ 800.00
7	Tax Position	-$ 9,502.00
	Total Bank Balance	$ 643,918.49

Contributions and Charges 2018

The percentage of contributions and charges collected during 2018 was 58%, a decline from the previous year.
Comparative collection rates:

2018 - 58%	2017 - 63%	2016 - 61%	2015 - 69%

PART TWO:

School Improvement and Priorities

Student Performance

The focus on improving student performance continued throughout the year. This included the focus on teaching and learning, better monitoring of student engagement and continuing professional learning to staff. To this end, aspects of John Hattie's Visible Learning continued aimed at embedding practice, and upskilling teachers to better cater for students with specific learning needs.

The school continued to achieve results better than Like schools in Year 12. Of the 24 ATAR students, 5 achieved an ATAR of 90 or above with the top two students achieving 99.50 and 99.45 respectively. The ATAR mean of 80.20 was higher than the previous year (77.4) and again significantly better than Like schools (70.3) and better than the State Public school mean of 79.50.

Literacy

2018 began with the introduction of Phase 2 of the Literacy Plan 2017-2019. Literacy Support of an additional two periods of literacy continued in 2018 for identified Year 7, 8, 9 and 10 students. In addition, two online programs were in use, 'Reading Plus' was again delivered to Year 7 students. Students in Year 8 were enrolled in a trial of the 'Word Flyers' program. Toe-by-Toe, a dyslexia foundation endorsed 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. Students were engaged in learning the '12 Reading Strategies' in 40% of classes with each Learning Area focused on 1 or 2 reading strategies per term. The success of this was evident with 100% of Year 12 students achieving their literacy component of the WACE and continued improvement of student NAPLAN performance in Reading. The Literacy Committee engaged staff in two Professional Learning experiences and maintained a dialogue regarding Literacy across the school through department meetings on a fortnightly basis. Book Week activities were also implemented as a way of engaging students with reading.

Numeracy

In 2018, a Year 11 Foundation Mathematics course was introduced to cater to students who require significant support to attain the numeracy standard for WACE. A whole school numeracy plan has been initiated and a range of strategies to improve the achievement students in NAPLAN has continued, resulting in improved Year 9 results. All Year 12 students achieved the numeracy component of the WACE.

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 $85,333 Ex GST was spent on IT equipment. Sixty (60) desktop computers and 32 Notebooks were purchased to replace out-dated equipment to enable more effective use of IT in teaching and learning areas. Equipment purchased includes:

60 x Desktop PCs student use	$46,035.00
32 x Notebooks student use	$32,000.00
Admin Server Backup UPS battery replacement	$3,798.00
Security cameras front foyer	$3,500.00

Additional security cameras were installed in the front foyer area for added security.

Gifted and Talented Selective Program Report 2018

Attainment/WACE
5 students completed the G&T program in Year 12.

4 students completed an ATAR course.

- ATAR range: 14.85 (90.40 – 75.55)
- ATAR Mean: 84.1
- ATAR Median: 85.23

One student completed a Certificate Course.

20 other students completed an ATAR course.

- ATAR range: 47.9 (99.45 – 51.55)
- ATAR Mean: 77
- ATAR Median: 76.93

Destination:
One G&T student received a Traineeship and has a permanent placement. All other ATAR G & T students received University offers.
All students received their first preference university/course.
One student enrolled at Murdoch and is completing a bridging course.

Differentiated Program Years 7-10
Numerous activities provide differentiation in Years 7 – 10. These include:

English – Participation in Perth Writers Festival, Academy Conference in Philosophy, Interschool debating**,** Poet in Residence, Year 10 theatre experience – Orwell's1984.

The Year 10 course involves explicit teaching of thinking and compacting the syllabus in preparation for senior school.

Mathematics – Competitions include: Australian Mathematics Competition, Havesumfunonline, National Olympiad Problem Solving; Computation & Algorithmic Thinking Test, Different textbooks that focus on higher order proficiencies and problem solving, CAS calculators, Laptops enabling access to Mathematics software to provide extension, Year 10 students complete the 10A Australian Curriculum course.

HaSS – National Geographic, History Competitions, ANZAC Essay, visit to Law Courts, Year 10 visit to Holocaust Centre, Year 9 Visit to Woodbridge House, Year 10 guest speaker from Legal Aid, Year 7-10 guest speakers from Electoral Commission, Year 7 excursion to Bullsbrook Recycling Centre.

Science – Year 7 zoo excursion.

General- Year 9&10 students attended World Scholars Cup – 2-day academic event.

The Students participated in UWA's ASPIRE Program involving both incursions & excursion to UWA for all Year groups 7 -12. These included workshops "Building Blocks" (Year 7), "Who Stole the Peacock" (Year 8), Race Around UWA (Year 9), Careers Discovery (Year 10), Metro overnight camp (Year 11) and Guest speaker program for Year 12. The Year 7 and 8 classes also participated in Aspire Maths activities days which included coding and scale/ratio activities.

In 2018 students were involved in STEM activities including Landgates HackEd Day. The year 10 class toured Canberra which included Civics & Citizenship activities as well as Science, Art & Cultural visits.

Differentiated/Extension program for Senior Students included:
Homework extension classes, university visits & guest speakers, competitions (AMC), UWA Aspire Mentoring (Metro Camp, Academic extension scholarships).

Professional Development:
A limited numbers of teachers attended Professional Development due to lack of places available.

Forward planning has been done to provide in school Professional Development for new teachers and refresher for others through GERRIC in December 2019.

PART THREE:

School Performance and Student Achievement

2018 Awards

Awards	Number of Students
Certificate of Distinction	1
Certificate of Merit	3
ATAR of 90 and above	5
Certificate III	14
Certificate II	74
First 50 WACE Achievements	89 (94%)
First 50 Median ATAR	80.2

Student Participation

	Eligible Y12 Students	Number acquiring a TER/ATAR		VET – UoC participation Rate		VET % of students completing a Cert II or higher	
2015	**90**	**19**	**21%**		**93%**		**96%**
2016	**53**	**15**	**28%**		**n/a**		**106%**
2017	**128**	**42**	**24%**		**85%**		**90.5%**
2018	**95**	**24**	**16%**		**78%**		**91.6%**

WACE Attainment

WACE attainment increased from the previous year reflecting the current requirements of achieving the WACE and better monitoring of student performance. Some students were placed in alternate pathways due to their inability to complete the requirements within the two year period.

	Eligible Year 12 Students	Percentage achieving WACE
2015	**90**	**96%**
2016	**53**	**91%**
2017	**128**	**84%**
2018	**95**	**94%**

Overall ATAR Performance

State	ATAR Students					
	School			Like-Schools		
	2016	2017	2018	2016	2017	2018
Top 33%	13%	24%	25%	13%	17%	16%
Middle 33%	27%	36%	42%	26%	25%	26%
Bottom 33%	60%	43%	33%	61%	58%	58%

	Relative Performance
2016	0.2
2017	1.23
2018	1.5

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
2015	75.8	62.6	76.0
2016	69.8	65.5	78.2
2017	77.4	65.7	78.7
2018	80.2	70.3	79.5

Relative performance by ATAR students was again strong. The median ATAR continued to improve, which was again well above Like schools. At 16% of the cohort, which is below that expected, it reflects course selection by students commensurate with post-school intentions.

The proportion of students in each tricile improved slightly from the previous year, showing continued improvement over recent years. Three students achieved at least one score of 75 or more, which was lower than 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+
2015	19	4	21%
2016	15	1	7%
2017	42	10	23%
2018	24	3	13%

Student Performance – ATAR Courses

Course	2016	2017	2018	2016	2017	2018
Accounting and Finance		1			6	
Biology	1	2		7	15	
Chemistry	3	2	1	8	30	9
English	2	2	2	17	43	24
Human Biology	1	2	2	7	21	11
Maths Specialist		2	1		10	7
Maths Methods	2	2	1	9	20	11
Maths Applications	2	2	1	6	22	14
Modern History	2	2	1	8	6	6
Physical Education Studies			2			11
Physics	2	2	1	6	17	8
Visual Arts			2			7

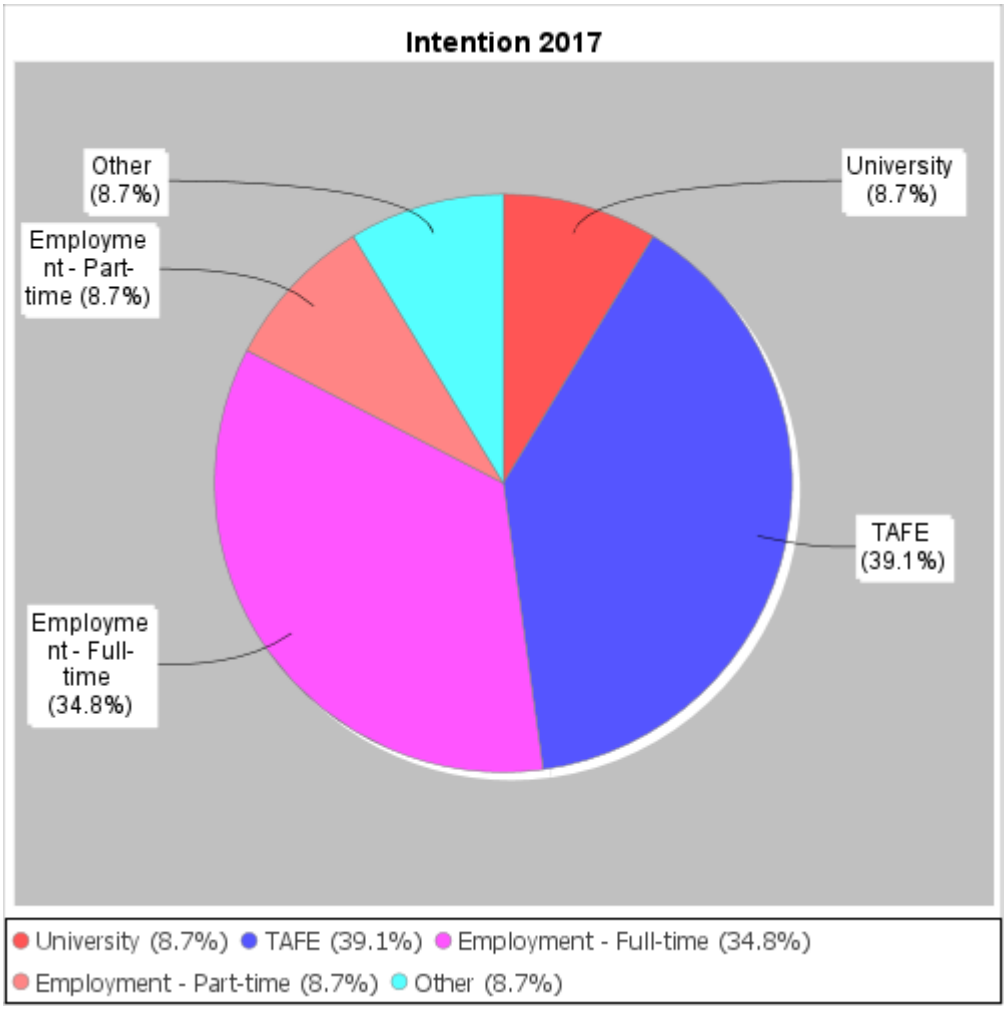
1	**Above Expected** - more than one standard deviation above the predicted school mean
2	**Expected** - within one standard deviation of the predicted school mean
3	**Below Expected** - more than one standard deviation below the predicted school mean
	No data available or number of students is less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

The mean performance in Physics, Music, Mathematics Methods, Mathematics Applications, and Chemistry was above the State mean with Music and Physics the highest at 6% and 5.6% above respectively. All other courses were within the expected range.

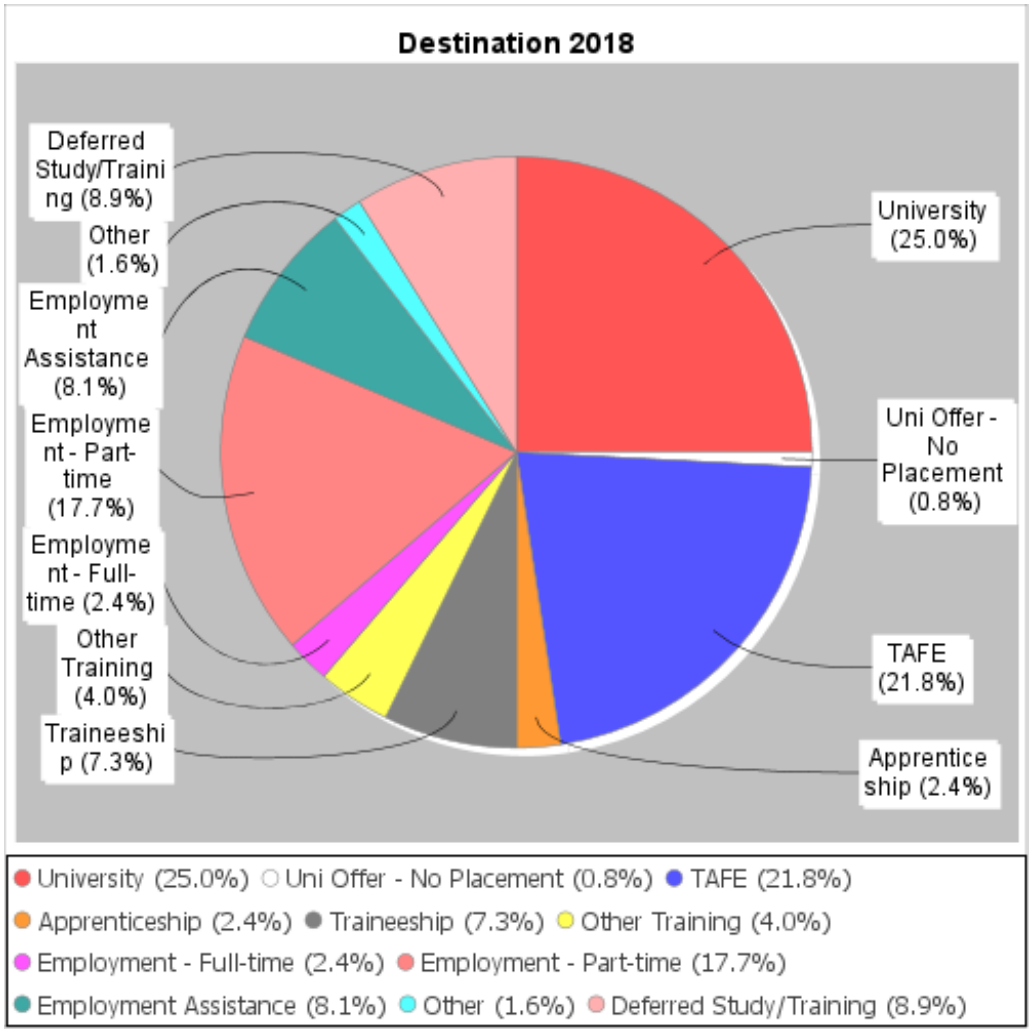
Student Performance – Stage 1 Courses – Grade Distribution

	School Percentages					WA Public Schools Percentages				
	A	B	C	D	E	A	B	C	D	E
Building and Construction	0	48	33	15	4	7	36	46	8	3
Career and Enterprise	27	27	27	5	14	16	27	43	6	7
Design	4	14	50	21	11	16	26	42	9	7
English	7	20	66	1	5	10	27	51	7	5
Food Science and Technology	0	42	50	8	0	14	29	44	8	5
Geography	0	17	75	0	8	12	24	51	11	2
Integrated Science	5	45	34	16	0	13	25	46	10	7
Outdoor Education	10	25	60	0	5	11	29	44	10	6
Physical Education Studies	0	27	40	13	20	9	29	49	9	4
Visual Arts	4	13	54	13	17	10	29	45	9	7

Year 12 intentions 2017



Year 12 Destinations 2018



In 2018, 60.5% of students continued in some form of education or training which is slightly less than 2017 (64.6%) This participation rate continues to be less than the State. 9.7% have either not taken up an offer or deferred training. While 28.2% are in employment or in employment assistance programs, the majority are undertaking part-time employment (17.7%).

The proportion undertaking employment increased to 20.1% following a decrease to 17% in 2017 (20.5% in 2016, 40% in 2014 and 24.5% in 2015). The proportion undertaking employment assistance, however, increased to 8.1% from the previous year of 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		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
10	4%	6%	9%	2%	2%	3%	9%	8%	11%
9	8%	16%	18%	8%	9%	12%	14%	14%	17%
8	32%	28%	20%	23%	26%	24%	25%	28%	26%
7	34%	24%	28%	39%	34%	36%	31%	29%	28%
6	20%	24%	20%	24%	27%	21%	18%	20%	15%
1 to 5	1%	2%	4%	3%	2%	4%	3%	2%	4%

NUMERACY – Although the proportion of students in Bands 8 to 10 decreased slightly from the previous year, the proportion in Bands 9 and 10 increased. This is well above Like schools. The proportion below the minimum standard was again small and consistent with Like schools.

Band	Year 9 Reading								
	School			Like schools			WA Public Schools		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
10	2%	4%	1%	3%	2%	2%	6%	5%	6%
9	17%	11%	15%	10%	7%	9%	15%	13%	15%
8	25%	24%	22%	24%	28%	28%	26%	31%	30%
7	29%	32%	36%	32%	28%	31%	28%	23%	28%
6	18%	19%	17%	25%	25%	22%	19%	19%	15%
1 to 5	10%	9%	8%	7%	10%	8%	6%	9%	7%

READING – The proportion of students in Bands 6 and 7has again increased slightly with less students in Band 10. Whilst this is again in line with Like schools, we continue to focus for improvement. Reading Plus, introduced in 2016, continues as the key strategy for improvement.

Band	Year 9 Writing								
	School			Like schools			WA Public Schools		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
10	4%	3%	2%	2%	2%	1%	4%	5%	4%
9	9%	5%	4%	5%	6%	4%	8%	9%	8%
8	23%	24%	17%	18%	18%	19%	22%	22%	22%
7	23%	18%	21%	28%	23%	22%	26%	23%	23%
6	26%	24%	19%	26%	24%	25%	23%	20%	20%
1 to 5	14%	26%	37%	21%	27%	28%	17%	21%	22%

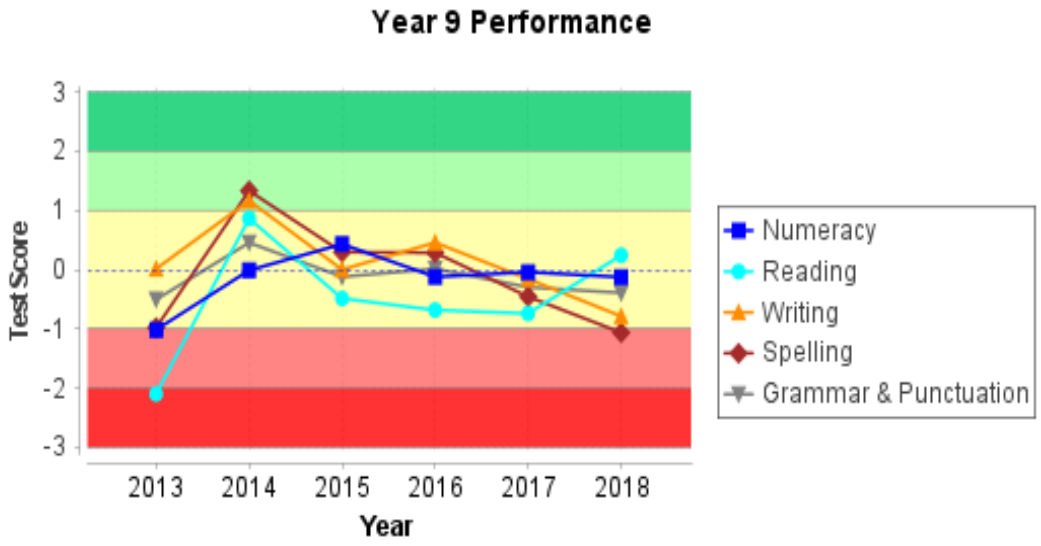
WRITING – There has been a significant decline over previous years, which requires attention. A focus continues in the middle bands. The literacy strategy, which includes Reading Plus and Toe-by-Toe programs, will continue into next year but will also be reviewed.

Comparative Performance for Year 9

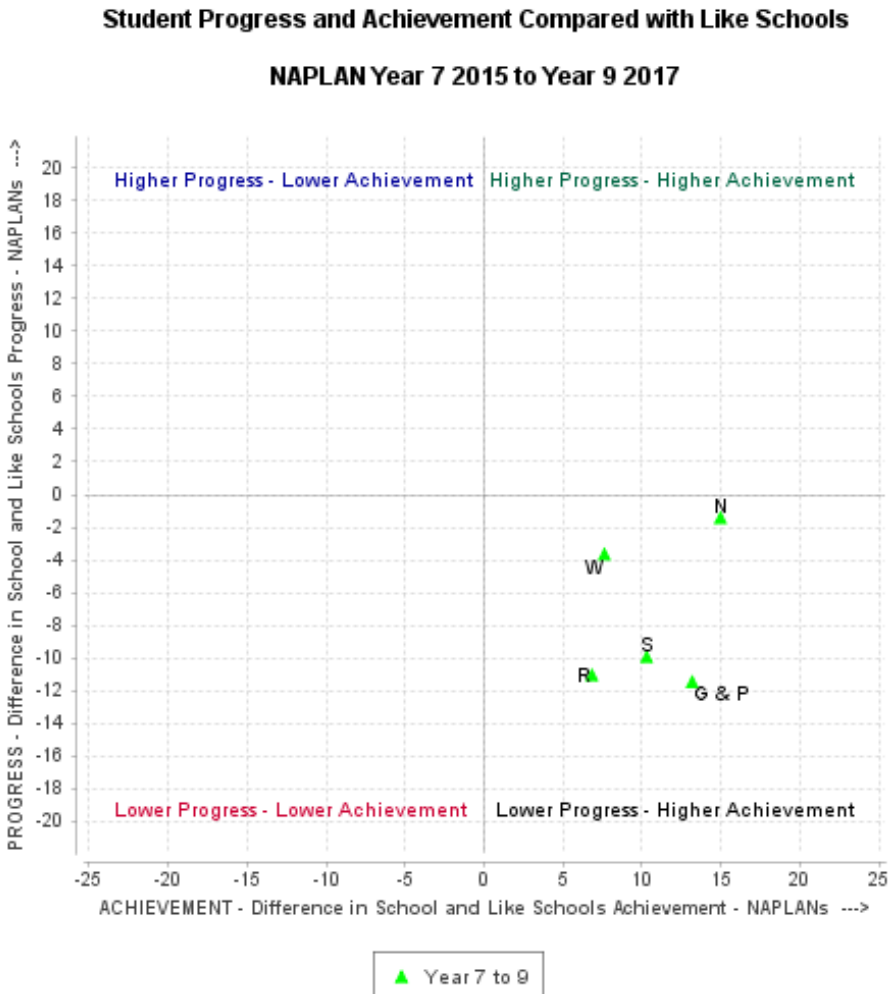
Year 9	Performance					
	2013	2014	2015	2016	2017	2018
Numeracy	-1.0	-0.0	0.4	-0.1	-0.0	-0.1
Reading	-2.1	0.9	-0.5	-0.7	-0.7	0.2
Writing	0.0	1.2	0.0	0.5	-0.2	-0.8
Spelling	-1.0	1.3	0.3	0.3	-0.5	-1.1
Grammar & Punctuation	-0.5	0.5	-0.1	0.0	-0.3	-0.4

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

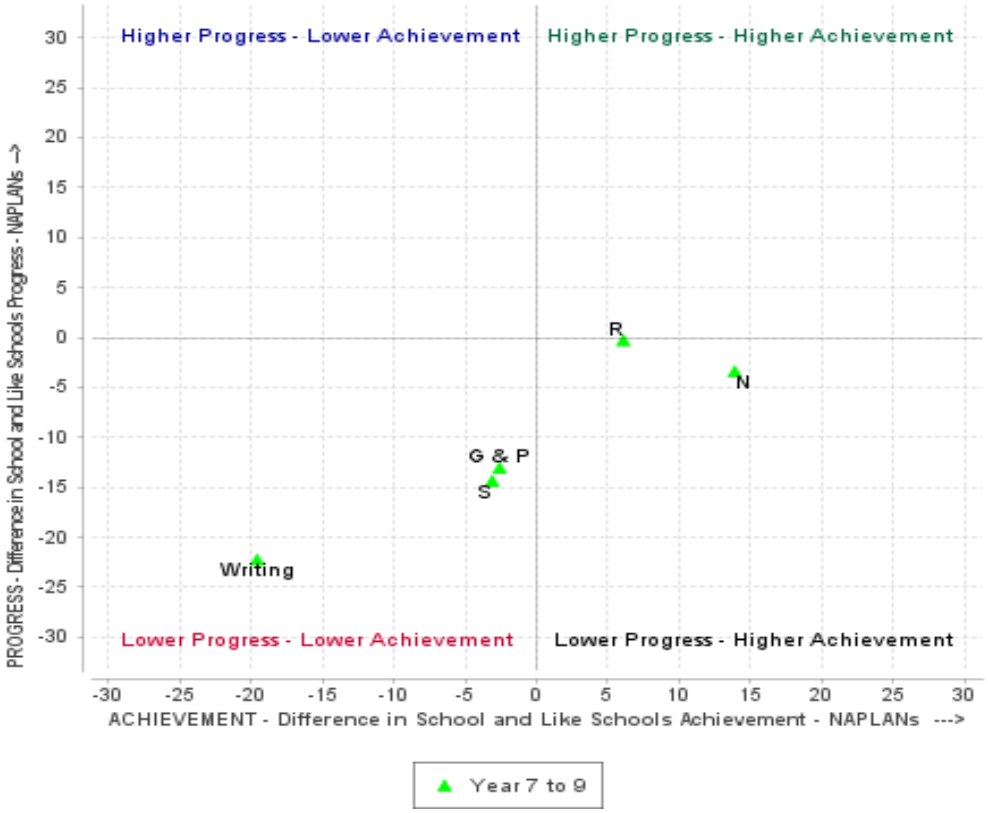


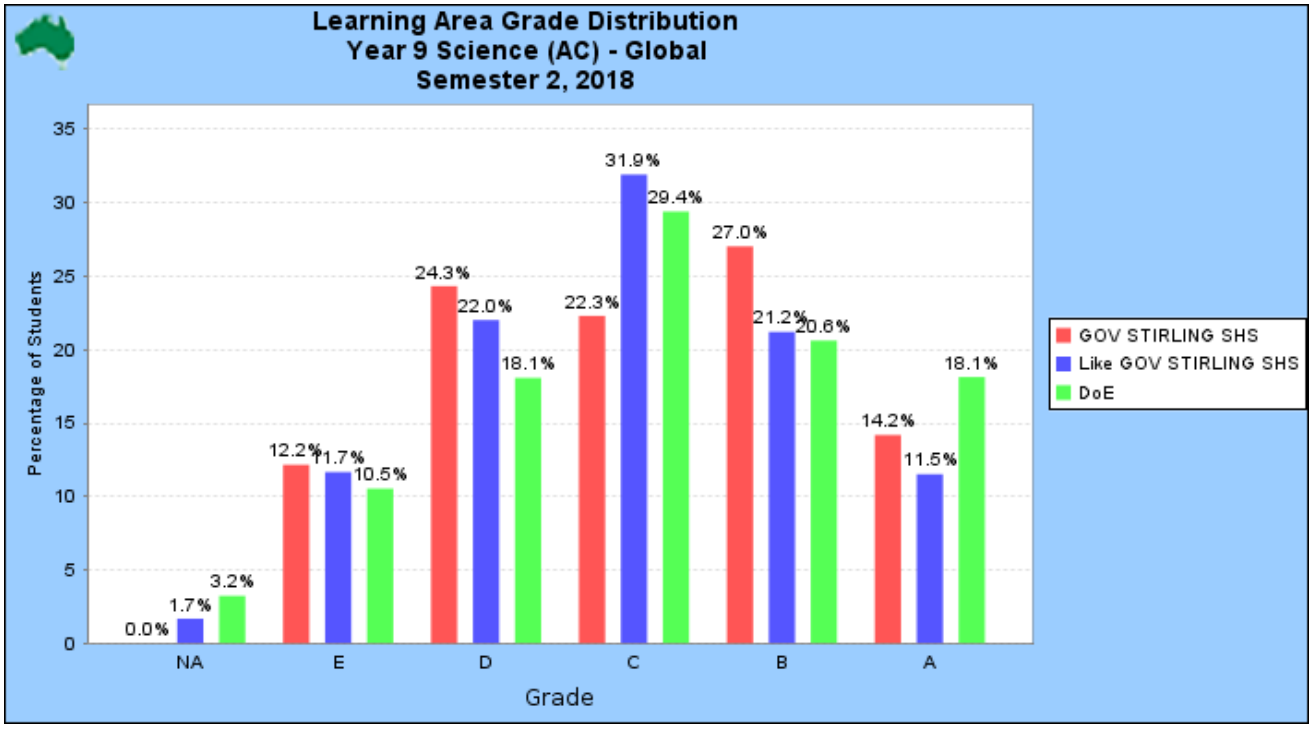
Student Progress – Year 9 and Numeracy, Reading, Writing, Spelling and Punctuation & Grammar

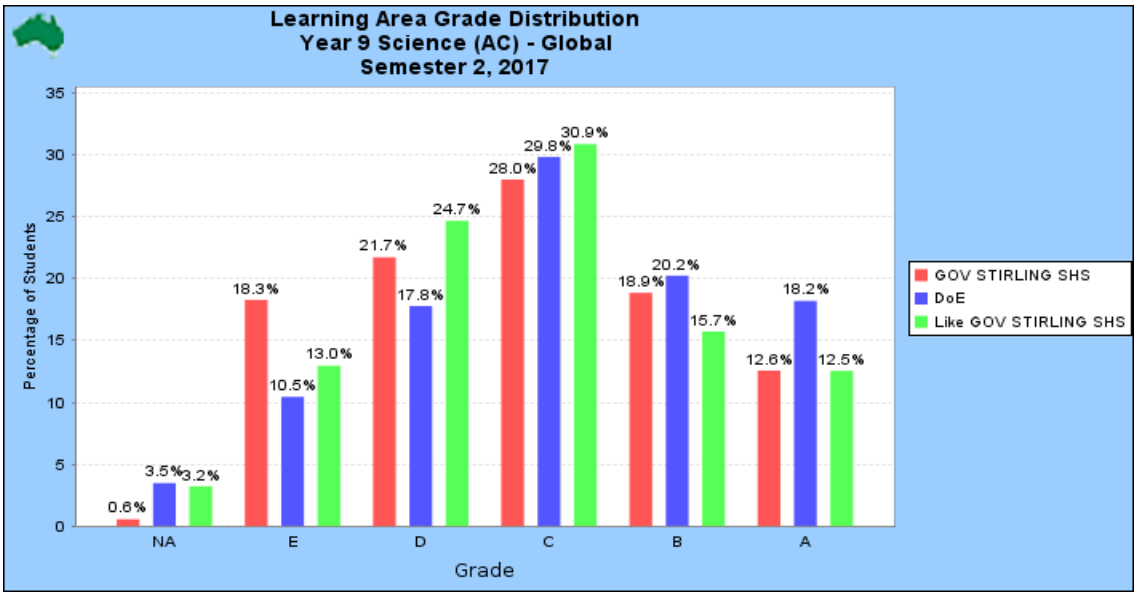


Student Progress and Achievement Compared with Like Schools

NAPLAN Year 7 2016 to Year 9 2018




Learning Area Grade Distribution
Year 9 Science (AC) - Global
Semester 2, 2018
Percentage of Students
Grade
NA
E
D
C
B
A
0.0%
1.7%
3.2%
12.2%
11.7%
10.5%
24.3%
22.0%
18.1%
22.3%
31.9%
29.4%
27.0%
21.2%
20.6%
14.2%
11.5%
18.1%
GOV STIRLING SHS
Like GOV STIRLING SHS
DoE


Learning Area Grade Distribution
Year 9 Science (AC) - Global
Semester 2, 2017
Percentage of Students
Grade
NA
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D
C
B
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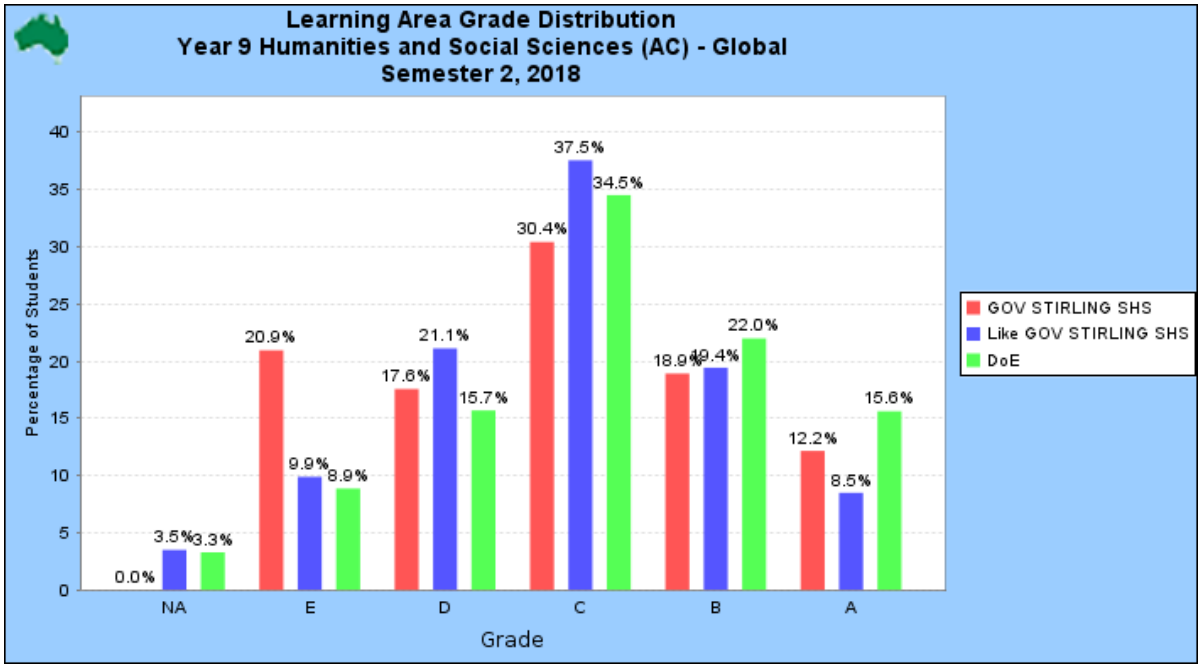
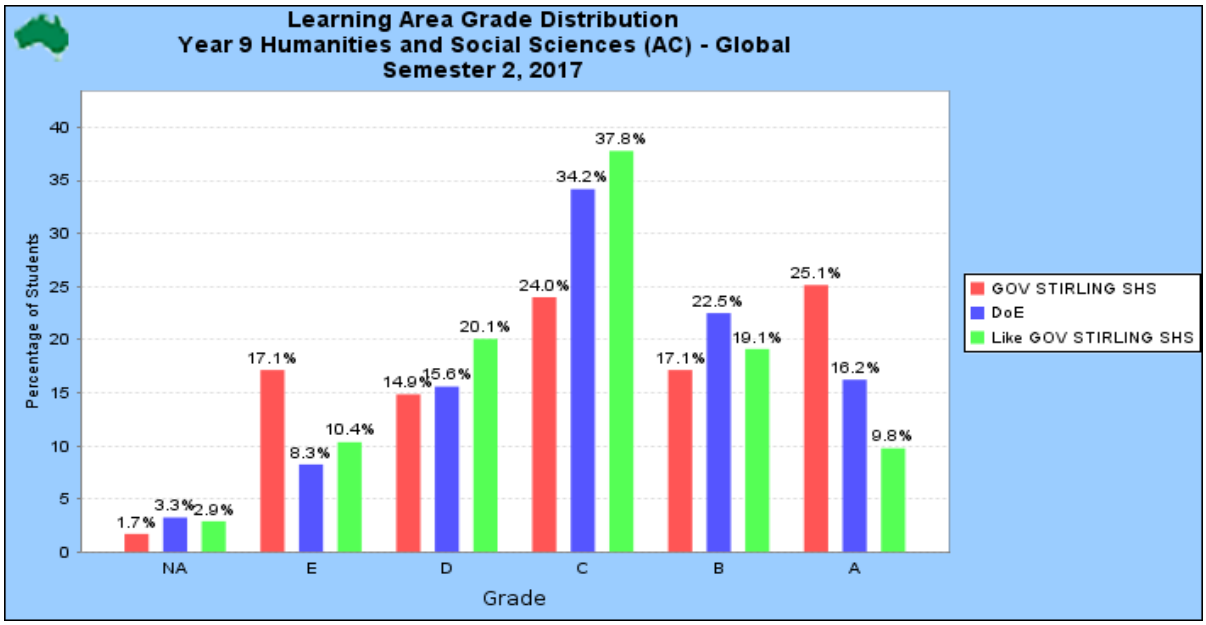
0.6%
3.5%
3.2%
18.3%
10.5%
13.0%
21.7%
17.8%
24.7%
28.0%
29.8%
30.9%
18.9%
20.2%
15.7%
12.6%
18.2%
12.5%
GOV STIRLING SHS
DoE
Like GOV STIRLING SHS



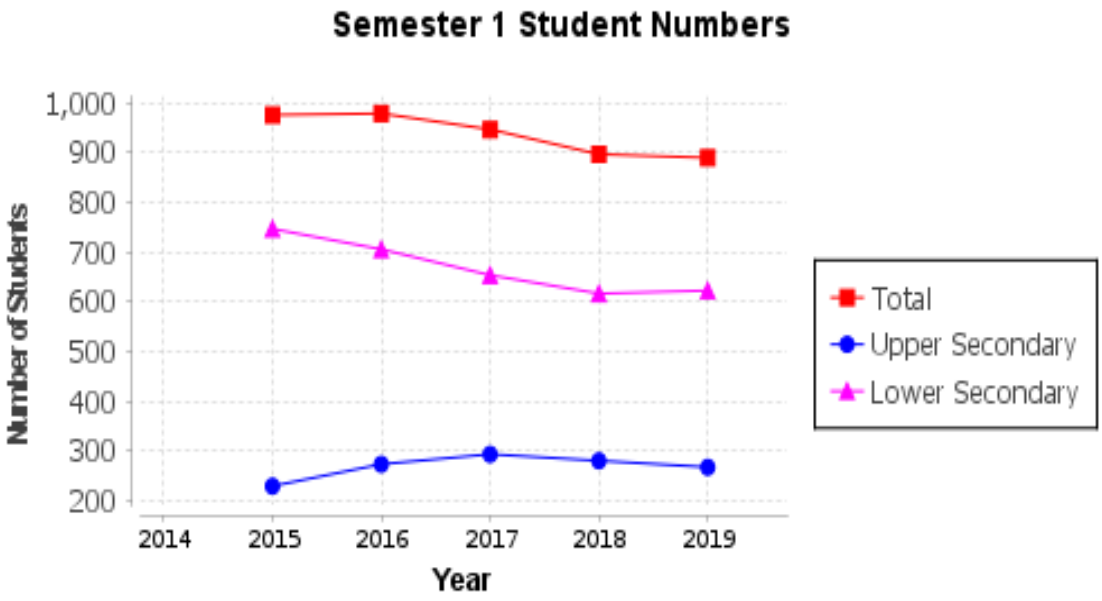


Performance Analysis – Year 9 Science and Humanities & Social Sciences

From the Graphs above, the following is noted:
Science – The proportion of students achieving an A / B grade (41%) was significantly higher than the previous year (31.5%), and above Like schools (33%). The proportion of students achieving D / E (36.4%) and were slightly higher than Like schools.

Humanities & Social Science – From a significant improvement in the proportion of students achieving an A grade with an overall increase in A / B grades to 42% in 2017, the proportion of students in A/B decreased again in 2018 to 30%. This is again higher than Like schools. The proportion of E grades continues to be significantly higher than Like schools, and will need to be a focus of improvement.

STUDENT PARTICIPATION – NUMBERS and TRENDS



	2015	2016	2017	2018	2019
Lower Secondary	746	705	653	616	622
Upper Secondary	229	273	293	280	267
Total	975	978	946	896	889

Secondary Attendance Rates

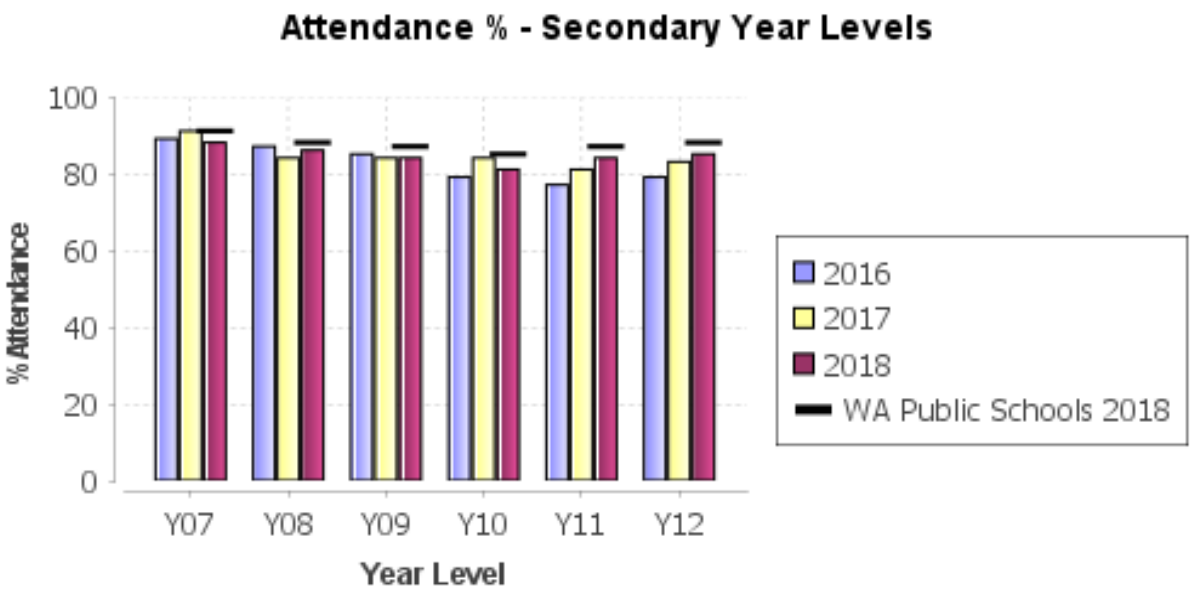
	Non-Aboriginal			Aboriginal			Total		
	School	Like schools	WA Public Schools	School	Like schools	WA Public Schools	School	Like schools	WA Public Schools
2016	85.8%	86.9%	89.5%	63.5%	73.8%	67.4%	82.6%	85.7%	87.7%
2017	87.4%	87.1%	89.7%	67.0%	68.8%	66.6%	84.5%	85.1%	87.8%
2018	87.9%	87.2%	89.6%	65.8%	68.7%	66.0%	84.5%	85.3%	87.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	50.1%	22.3%	14.7%	12.6%
2017	54.9%	20.2%	13.4%	11.5%
2018	54.3%	22.5%	11.7%	11.4%
Like Schools 2018	54.6%	22.0%	13.6%	9.8%
WA Public Schools 2018	62.0%	20.0%	11.0%	7.0%

	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	23.3%	15.5%	21.4%	39.6%
2017	31.8%	12.2%	18.9%	37.2%
2018	25.2%	18.5%	17.2%	39.1%
Like Schools 2018	26.5%	19.4%	22.3%	31.8%
WA Public Schools 2018	26.0%	19.0%	21.0%	34.0%

ABORIGINAL STUDENTS – Regular attendance improved in 2017 to 31.8% and was just above Like and WA Public schools but again declined in 2018 with an increase in the proportion with severe attendance. Aboriginal student attendance continues to be a school priority.

NON-ABORIGINAL STUDENTS – Student attendance remained consistent over the last two years, in line with Like schools. Attendance continues to be a school priority.



	Y07	Y08	Y09	Y10	Y11	Y12
2016	89%	87%	85%	79%	77%	79%
2017	91%	84%	84%	84%	81%	83%
2018	88%	86%	84%	81%	84%	85%
WA Public Schools 2018	91%	88%	87%	85%	87%	88%

Student Attendance Overall (%)

Year 7 student attendance continues to be the highest, with Year 8 showing a slight improvement over the previous year. Attendance rate has continued the upward trend in Years 11 and 12.

Staff Profile 2018

	No	FTE	ABL
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Heads of Departments and Learning Areas	7	7.0	0
Program Coordinators	3	3.0	0
Total Administration Staff	13	13.0	0
Teaching Staff			
Level 3 Teachers	3	3.0	0
Other Teaching Staff	61	55.0	0
Total Teaching Staff	64	58.0	0
School Support Staff			
Clerical / Administrative	11	10.0	0
Gardening / Maintenance	2	1.4	0
Instructional	4	2.8	4
Other Non-Teaching Staff	14	12.1	0
Total School Support Staff	31	26.3	4
Total	**108**	**97.2**	**4**

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.

2018 Parent and Student Satisfaction Survey

Parents and students were asked to respond to a range of questions in order to gauge their level of satisfaction with the school.

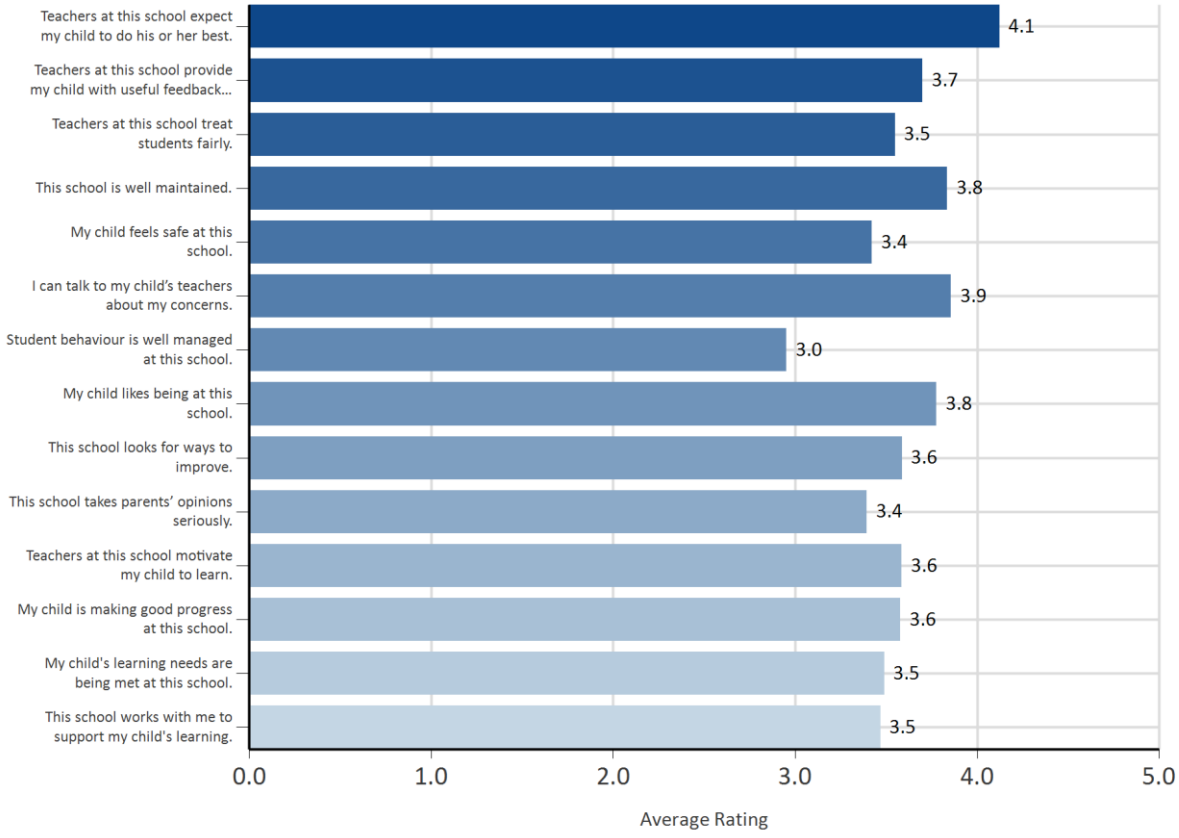
Number of responses

Parents	147
Students - Senior	169
Students – Middle school	336

More parents responded (147) to this survey than in 2016 (85). The student response rate was approximately the same to the previous survey.

RATING	SCORE
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

Parent Satisfaction



Every item for parents had a more positive response than the previous (2016) survey (+0.2 to +0.6)

The greatest improvement was –

- I am satisfied with the standard of education achieved at this school (+0.6)
- Teachers at this school care about my child (+0.6)

Responses ranged from 3.0 to 4.1. Strengths seen by parents were:

- teachers expect their child to do their best
- parents can talk to the teachers about their concerns
- the school is well maintained
- their child likes being at the school

Once again, parents were least satisfied with student behaviour management.

Parents were also asked about

- school's relationship with the community (rating 3.4)
- whether they thought the school was well led (3.0),
- satisfaction with standards achieved (3.5, +0.6),
- whether they would recommend this school to others (3.4)
- whether they thought the teachers were 'good' teachers (3.8) and cared for their child (3.8, +0.6).

Student Satisfaction

A senior school and middle school student survey was conducted to see whether there were differences. Senior school responses ranged from 2.2 to 4.0. As for the previous survey, students were most satisfied that

- teachers expect them to do their best,
- provide them with useful feedback and
- motivate them to learn.

Again, they were least satisfied with the management of student behaviour and that their opinions taken seriously.

Middle school students also said that teachers expected them to do their best, and provided them with useful feedback. They also said that teachers motivated them to learn and that the school gave them more opportunities to do interesting things. They were least satisfied with student behaviour.

=== END OF REPORT ===