

ANNUAL REPORT 2022



**GOVERNOR
STIRLING**
SENIOR HIGH SCHOOL

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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 region 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.

Our Vision

- HIGH EXPECTATIONS
 - We cultivate high expectation relationships with each other, students and the wider community to drive school improvements.
- CONNECTEDNESS
 - Systems are in place to ensure every student is linked to at least one staff member.
- STUDENT-CENTRED
 - We identify and prioritise student needs, and respond appropriately with additional time and support.
- EXCELLENT TEACHING
 - There is an agreed understanding of what constitutes excellent teaching supported by clear classroom observation processes, professional learning and coaching.
- QUALITY CURRICULUM
 - We ensure that all students have access to a viable, high-quality curriculum in every classroom.
- EVIDENCE-BASED PRACTICE
 - We utilise an evidence-based improvement cycle to strengthen student outcomes.

- EFFECTIVE CHANGE MANAGEMENT
 - We utilise effective change management processes based on trust and mutual respect to bring about sustainable whole-school improvement.
- POSITIVE LEARNING ENVIRONMENT
 - We take collective responsibility in providing a safe and orderly learning environment, underpinned by the school values and code of conduct.

Our Values

- We support the values of:
- Tolerance
 - Honesty
 - Excellence
 - Respect
 - Responsibility

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

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

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

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 and Engineering programs deliver high quality teaching and learning to students, and include extra-curricular workshops and extension activities.

The Engineering program commenced in 2013 and was developed in partnership with the University of Western Australia.

The Football Program, which commenced in 2001, has continued its success with many talented students successfully drafted into AFL and WAFL competitions.

Vocational Courses

A variety of AQF certificates are available to students. These include Certificate II and Certificate III courses. A number of students also completed courses offsite through an RTO provider and School-Based traineeships and apprenticeships. Workplace learning is also offered to students to provide school to work transition pathways for students, beginning in Year 10 and continuing through Years 11 and 12.

The extensive range of Certificate II courses offered enables students to undertake a richer and more relevant curriculum through to Year 12. The proportion of students completing VET certificate courses has decreased with the changes to senior secondary graduation requirements. However, a significant number of students undertake a certificate course relevant to their particular needs and interests.

Aboriginal Education Programs

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 participate in homework classes and other extra-curricular activities, attend 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.

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 Cars and Stars and Toe-by-Toe programs, and Aboriginal student attendance. A Lead Education Assistant, appointed

in 2020, provides additional support to students with various educational needs and coordinates the work of the Education Assistants. The number of Education Assistants increased again to provide continued support to the increased number of students with educational needs and their teachers.

The APPS Program, developed in 2020, continued to provide an alternate program for a small number of disengaged students in Years 7 to 9 by offering an individualised program aimed at engaging and improving literacy and numeracy so that these students are better able to access the curriculum.

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.

Table 1: Enrolment Trends (from Census 2017 – 2022)

Start of	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2017	148	162	170	173	151	142	946
2018	155	143	153	165	161	119	896
2019	184	160	138	140	145	122	889
2020	180	184	151	146	157	125	943
2021	177	180	184	153	132	137	963
2022	142	172	164	177	119	95	869

Data here shows a gradual decline in student numbers followed by a two-year increase from 2020 to then falling to our lowest levels in 6 years. Work continues to be done here to increase numbers and this could be attributed to community perception.

Table 2 Aboriginal Students

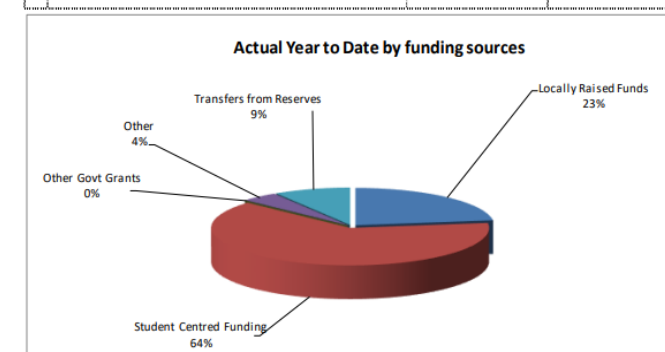
16% of the Year 7 population was indigenous (Table 2), slightly higher than the previous 2 years.

Retention of Aboriginal students from Year 7 to Year 12 continues to be a school priority and since 2017 we cannot identify a trend. Although student retention increased in 2021, our data shows that declined by almost half in 2022. This continues to be a work in progress.

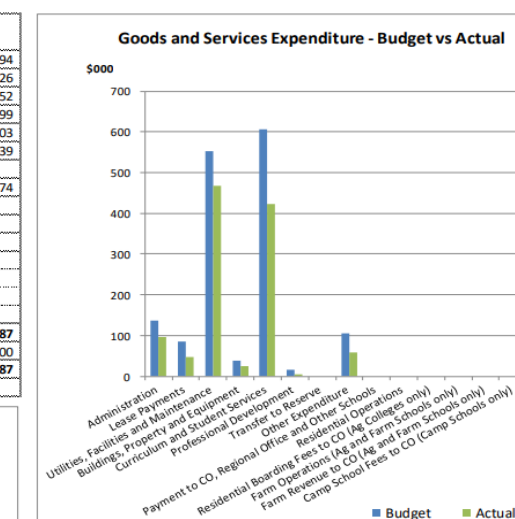
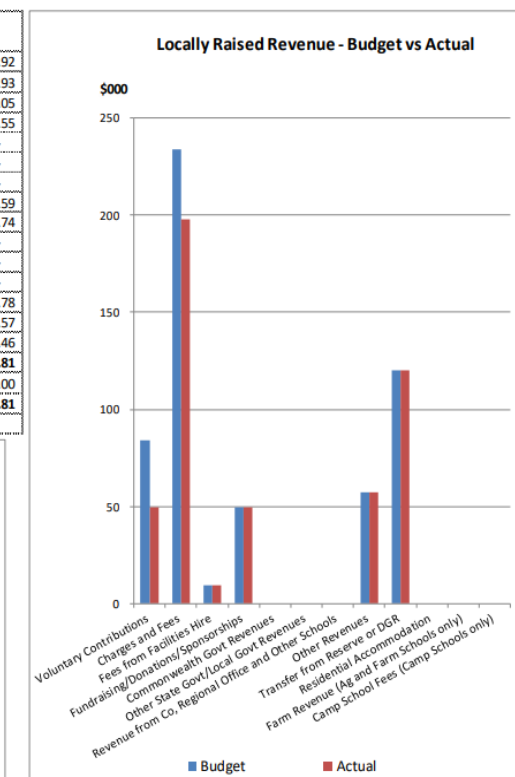
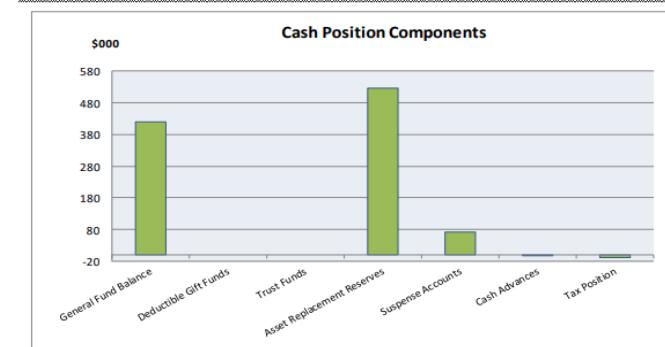
	2022	2021	2020	2019	2018	2017
Yr 7	16%	14.7%	14.3%	18.1%	12.9%	15.5%
Yr 12	8.7%	16%	8.3%	13.2%	19.5%	9.0%

Financial Summary as at
Enter date here i.e. 31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 84,105.00	\$ 49,346.92
2 Charges and Fees	\$ 234,018.50	\$ 197,693.93
3 Fees from Facilities Hire	\$ 9,627.00	\$ 9,627.05
4 Fundraising/Donations/Sponsorships	\$ 49,480.00	\$ 49,478.55
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 57,308.00	\$ 57,404.59
9 Transfer from Reserve or DGR	\$ 120,006.00	\$ 120,005.74
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 554,544.50	\$ 483,556.78
Opening Balance	\$ 202,934.00	\$ 202,933.57
Student Centred Funding	\$ 855,280.27	\$ 855,185.46
Total Cash Funds Available	\$ 1,612,758.77	\$ 1,541,675.81
Total Salary Allocation	\$ 12,312,925.00	\$ 12,312,925.00
Total Funds Available	\$ 13,925,683.77	\$ 13,854,600.81



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 135,896.00	\$ 96,785.94
2 Lease Payments	\$ 85,061.00	\$ 46,117.26
3 Utilities, Facilities and Maintenance	\$ 553,623.30	\$ 466,803.52
4 Buildings, Property and Equipment	\$ 38,094.08	\$ 23,884.99
5 Curriculum and Student Services	\$ 605,348.36	\$ 423,937.03
6 Professional Development	\$ 15,000.00	\$ 5,565.39
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 104,348.29	\$ 58,371.74
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	\$ 1,537,371.03	\$ 1,121,465.87
Total Forecast Salary Expenditure	\$ 10,708,610.00	\$ 10,708,610.00
Total Expenditure	\$ 12,245,981.03	\$ 11,830,075.87
Cash Budget Variance	\$ 75,387.74	



Cash Position Components	
Bank Balance	\$ 1,008,142.65
Made up of:	
1 General Fund Balance	\$ 420,209.94
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 526,250.92
5 Suspense Accounts	\$ 71,282.79
6 Cash Advances	\$ (800.00)
7 Tax Position	\$ (8,801.00)
Total Bank Balance	\$ 1,008,142.65

Contributions and Charges

The percentage of contributions and charges collected during 2022 was 52%, a decline from the previous year and possibly due to COVID. Comparative collection rates for previous years are displayed in the table below:

2018 - 58%	2019 - 58%	2020 - 56%	2021 - 55%	2022 - 52%
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2022 Awards

Awards	Number of Students
Subject Certificate of Excellence	0
Certificate of Distinction	0
Certificate of Merit	3
ATAR of 90 and above	1
Certificate III	17
Certificate II	36
WACE Achievement	76 (85%)
Median ATAR	48.7

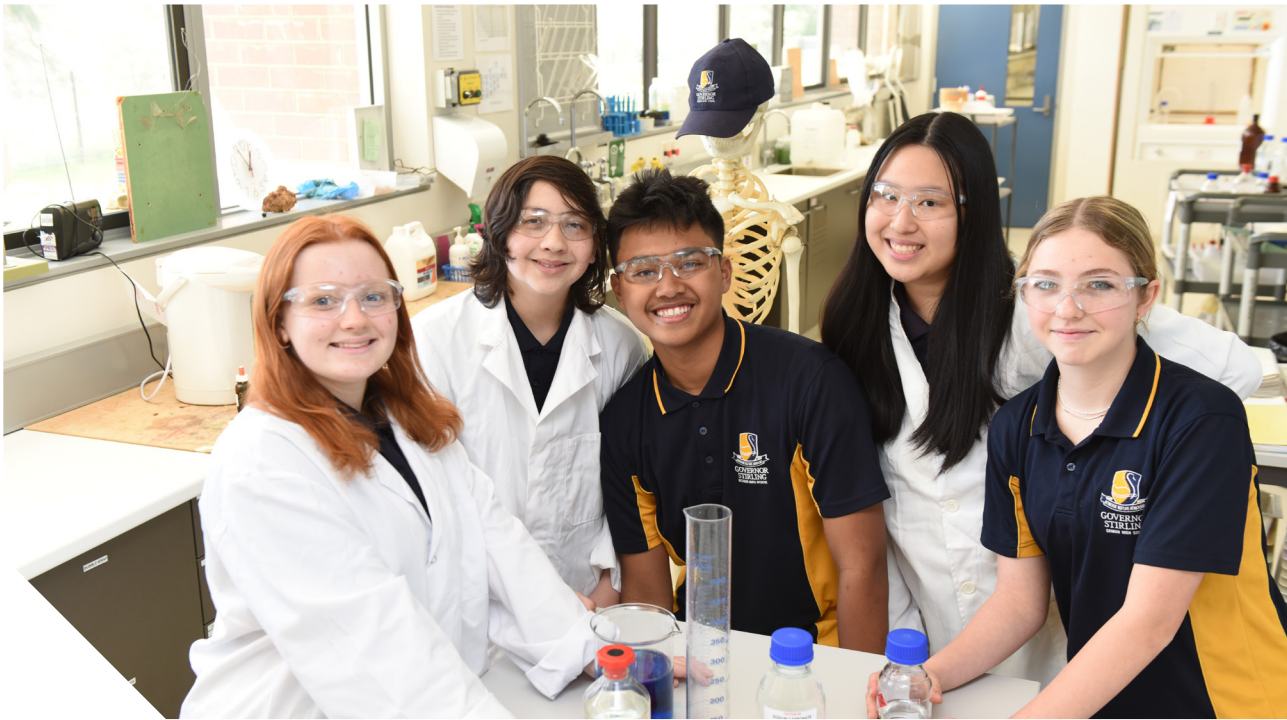
The number of awards received by our students last year has been anomalous when compared to previous years.

Our Yr 12 ATAR students were on track to achieve similar results as in previous years and displayed positive application leading up to their final exams however the end results were not as expected. Further interrogation has been unable to determine why this group of students under-performed in their final exams. The pre-approval of University offers may have had an impact.

Student Participation

	Eligible Y12 Students	Number acquiring an ATAR		VET % of students completing a Cert II		VET % of students completing a Cert III	
2018	95	24	16%	70	80%	18	21%
2019	115	30	26%	86	81%	20	19%
2020	117	50	43%	82	88%	11	12%
2021	120	29	18%	48	40%	11	9%
2022	89	26	19%	36	40%	17	19%

The number of students completing an ATAR course generally hovers around the 20% mark with 2020 standing out with twice as many students. Deceasing ATAR participation rates seem to be the trend across the state despite the fact that many schools promote and encourage students to challenge themselves academically.



VET Qualification Code	VET Qualification	Completed	Enrolled	Percent
52700WA	CII in Plumbing	2	2	100.00
SIR20216	CII in Retail Services	2	2	100.00
BSB20120	CII in Workplace Skills	2	2	100.00
MSF20313	CII in Furniture Making	1	1	100.00
SIT20316	CII in Hospitality	1	1	100.00
SIT30616	CIII in Hospitality	1	1	100.00
CUA31015	CIII in Screen and Media	1	1	100.00
CUA20715	CII in Visual Arts	7	10	70.00
AUR20716	CII in Automotive Vocational Preparation	11	18	61.11
SIS20115	CII in Sport and Recreation	15	26	57.69
BSB30115	CIII in Business	16	29	55.17
SIT20416	CII in Kitchen Operations	3	7	42.86
CUA20215	CII in Creative Industries	5	13	38.46
52824WA	CII in Building and Construction (Pathway - Trades)	0	4	0.00
RII20715	CII in Civil Construction	0	1	0.00
CHC22015	CII in Community Services	0	1	0.00
PSP20116	CII in Government	0	1	0.00
SIR30216	CIII in Retail	0	1	0.00

This data is rather interesting as it seems our completion rates within the VET domain require improving. With detailed interrogation from the VET coordinator, the results paint a different picture. Most of these students did not complete their Course because they withdrew from it or they had left school for a variety of reasons, including employment and further training. A total of 9 students did not complete their course due to poor attendance or poor engagement. It is imperative that we continue to dive into data while also knowing our students and their different situations involved. This data would present much better if only 9 students were displayed as not completed.

It is most pleasing to note the many different and varied options provided to our students as part of the auspicing arrangements and external delivery of our Certificate courses.

WACE Attainment

	Eligible Year 12 Students	Percentage Achieving WACE
2018	95	94%
2019	115	89%
2020	117	85%
2021	120	88%
2022	89	85%

Our WACE Attainment of 85% is comparable with previous years although it is significantly off our Business Plan target of 100%. Reviewing our tracking and monitoring processes will be an integral part of our improvement agenda.



Overall ATAR Performance

State	ATAR Students					
	School			Like-Schools		
	2020	2021	2022	2020	2021	2022
Top 33%	14%	21%	4%	12%	17%	10%
Middle 33%	20%	14%	13%	29%	24%	27%
Bottom 33%	66%	64%	83%	58%	59%	62%

This graphic displays a significantly higher than normal percentage of students achieving an ATAR score within the bottom 33% of the state and a much lower than expected 4% achieving in the top 33%. As mentioned previously this result was not foreseen due to the predicted scores being similar to previous years.

Median ATAR

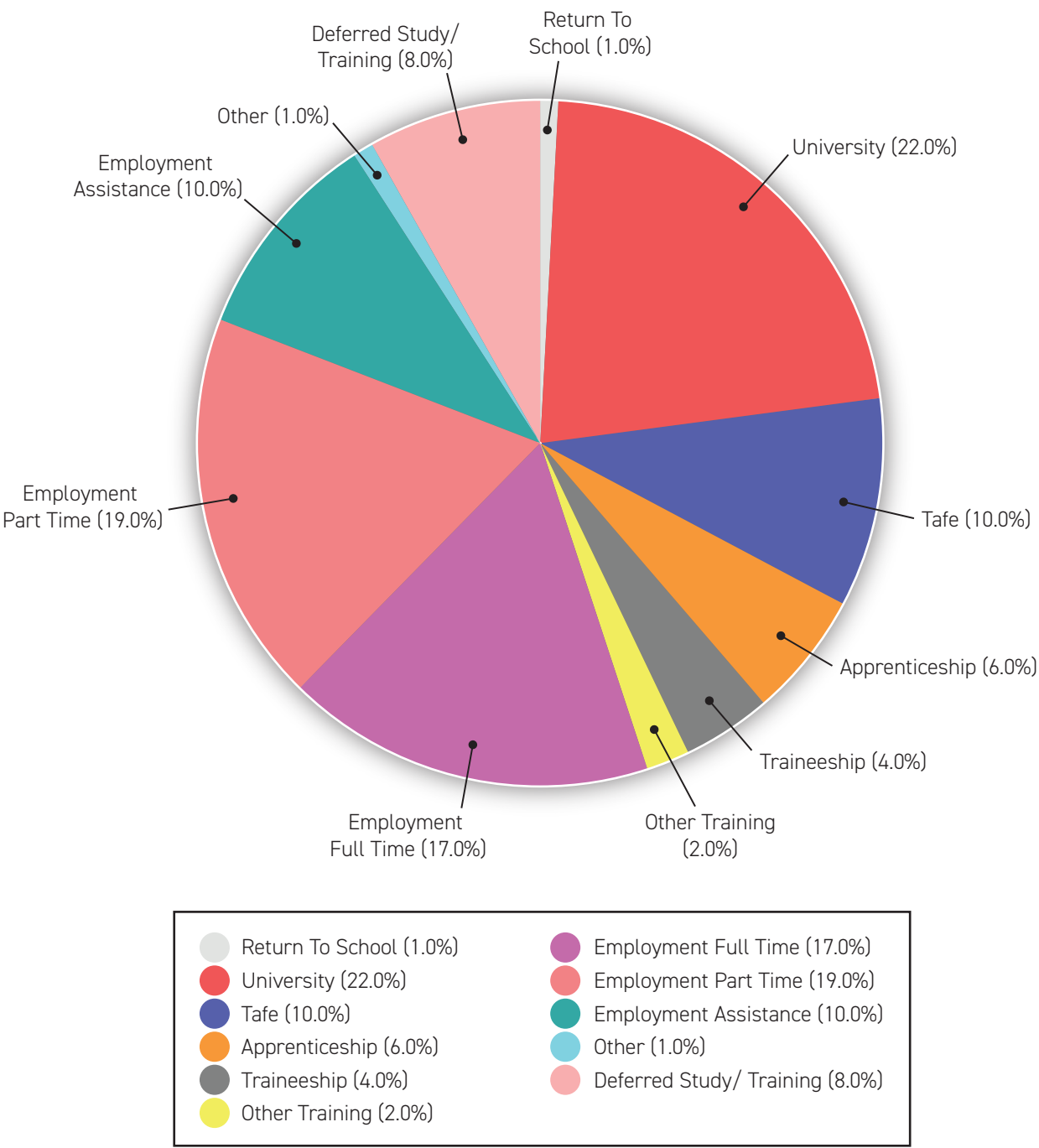
	School	Like-Schools	State
2018	80.2	70.3	79.5
2019	75.7	63.3	78.3
2020	63.8	69.7	79.3
2021	66.9	67.3	80.3
2022	48.7	65.5	81.9

Similar to the table above, this graph displays the significantly lower Median ATAR achieved in 2022, when compared to previous years and against Like Schools and All WA Public Schools.

Student Performance – General Courses – Grade Distribution

Course	School Percentages					WA Public Schools Percentage				
	A	B	C	D	E	A	B	C	D	E
Automotive Engineering and Technology	0	29	64	0	7	13	26	51	5	5
Applied Information Technology	8	31	38	8	15	11	22	48	9	10
Building and Construction	4	28	52	8	8	10	30	45	9	6
Career and Enterprise	6	28	39	6	22	15	25	42	8	10
Design	8	15	62	0	15	15	25	43	8	9
English	13	22	43	4	16	11	27	48	7	8
Food Science and Technology	0	21	61	4	14	16	30	39	7	8
Geography	14	7	50	14	14	10	26	46	9	9
Human Biology	13	48	35	4	0	17	30	41	7	5
Mathematics Essential	7	20	35	20	20	12	24	41	12	11
Outdoor Education	12	38	27	8	15	16	32	40	7	5
Physical Education Studies	0	23	57	10	10	8	29	48	9	6
Psychology	5	26	53	5	11	14	23	40	12	10

In comparing our school and WA Public Schools, there seems to be a discrepancy between data particularly with the percentages of "A" and "E" grades given. This may be due to issues with student engagement and may require a review of our processes and expectations to ensure students maximise their learning opportunities and strive for their highest possible achievements. Students can, at times, become complacent and aim for just a passing grade. Reviewing our student expectations and insisting on consistent improvements can hopefully motivate students to change their mindset and expect more of themselves.



Due to Covid-19, no NAPLAN testing took place during 2020.

Percentage of students in each Proficiency Band

The 3 following tables display our NAPLAN results within all bands of achievement compared with Like Schools and WA Public Schools.

Band	NAPLAN Score Range	Year 9 Numeracy								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
10	686 & Above	3%	7%	3%	4%	3%	3%	8%	9%	8%
9	634 - 685	14%	19%	13%	12%	11%	12%	16%	16%	16%
8	582 - 633	32%	24%	25%	27%	31%	27%	27%	30%	29%
7	530 - 581	34%	31%	37%	36%	36%	39%	29%	28%	30%
6	478 - 529	16%	16%	18%	21%	16%	16%	16%	13%	14%
1 to 5	Up to 477	2%	4%	3%	1%	2%	4%	4%	3%	3%

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

NUMERACY – The proportion of students in Bands 8 to 10 at 41% is similar to Like schools 42%. The proportion of students below the minimum standard was again low at 3% which on par with WA Public schools. From this graph we can also determine that the 41% of students sitting at or above Band 8 have pre-qualified for OLN which means they are not required to complete OLN testing in Years 10 – 12 and have surpassed our Business Plan target of 25% prequalification.

Band	NAPLAN Score Range	Year 9 Reading								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
10	686 & Above	4%	7%	3%	2%	2%	3%	4%	7%	6%
9	634 - 685	8%	11%	10%	10%	10%	12%	14%	16%	17%
8	582 - 633	26%	30%	26%	28%	30%	27%	29%	29%	28%
7	530 - 581	33%	23%	33%	34%	30%	30%	30%	26%	27%
6	478 - 529	19%	19%	19%	18%	20%	17%	15%	14%	13%
1 to 5	Up to 477	10%	9%	9%	8%	8%	11%	9%	8%	9%

READING – The proportion of students in Bands 8 to 10 was 3% below Like schools in comparison but better with students below National Minimum Standard. The school will continue to focus for improvement in this area. The focus in 2022 has been on Tier 1 reading strategies and vocabulary instruction. From this graph we can also determine that the 39% of students sitting at or above Band 8 have pre-qualified for OLN which means they are not required to complete OLN testing in Years 10 – 12 and have surpassed our Business Plan target of 25% prequalification.

Band	NAPLAN Score Range	Year 9 Numeracy								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
10	686 & Above	1%	5%	4%	1%	1%	3%	3%	4%	6%
9	634 - 685	6%	7%	6%	6%	6%	7%	10%	10%	10%
8	582 - 633	21%	24%	19%	20%	23%	22%	21%	27%	25%
7	530 - 581	26%	26%	29%	24%	31%	28%	26%	26%	25%
6	478 - 529	27%	17%	25%	28%	23%	24%	21%	19%	19%
1 to 5	Up to 477	18%	21%	17%	20%	15%	17%	19%	14%	14%

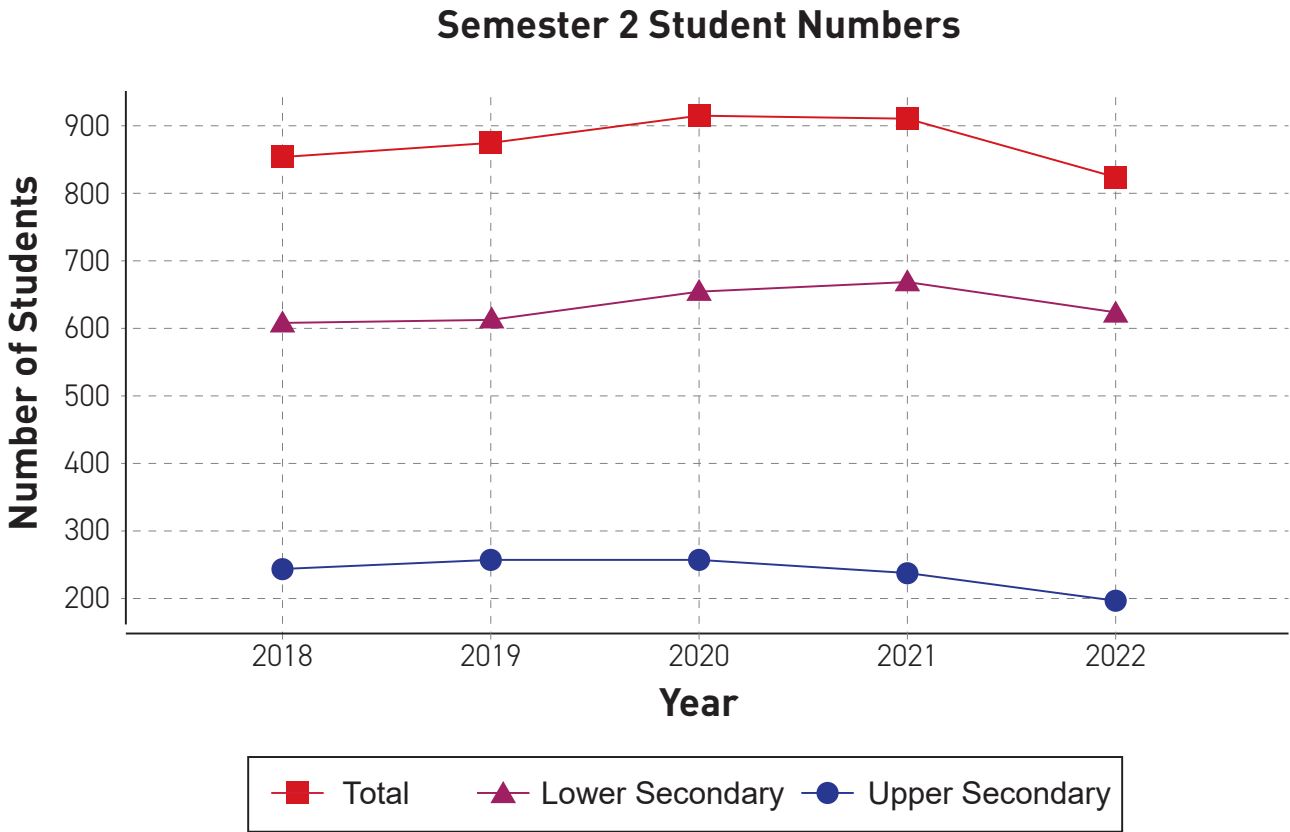
WRITING – The Domain of Writing continues to be a state-wide focus as the data reveals lesser results compared to Reading and Numeracy and with other states. Our data is similar to Like Schools from Bands 8-10 and the tail of 42% of student at or below National Minimum Standard is a concern when compared to WA Public Schools with 33%. A focus continues in the middle bands. The literacy strategy, focusing on Tier 1 and Toe-by-Toe programs, will continue into next year but will also be reviewed.

From this graph we can also determine that the 29% of students sitting at or above Band 8 have pre-qualified for OLN which means they are not required to complete OLN testing in Years 10 – 12 and have surpassed our Business Plan target of 25% prequalification.



STUDENT PARTICIPATION – NUMBERS and TRENDS

The data below displays a falling trend of student numbers particularly in Senior School, for the past 2 years. It is not all bad news however as many of those students have left school for employment and further training opportunities.



Secondary Attendance Rates

The table below displays our overall attendance rates against Like Schools and all WA Public Schools for our Aboriginal and Non-Aboriginal students. The data presented below indicates that our attendance rates fall slightly short of Like Schools and All WA Public Schools and this seems quite significant when Aboriginal students are compared with Like Schools. COVID was not necessarily a factor when comparing schools as all students were equally affected, however this data does warrant further investigation to determine why our attendance rates are not improving against these comparisons. Also we are looking to reward students who have displayed improvements in attendance with incentives such as canteen vouchers and Seqta points.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	87.6%	88.5%	89.2%	63.8%	74.4%	65.9%	84.1%	87.3%	87.3%
2021	82.8%	84.6%	86.5%	61.0%	68.3%	62.6%	79.7%	83.3%	84.4%
2022	80.7%	79.9%	83.0%	51.9%	68.4%	55.2%	76.6%	79.2%	80.4%

The 2 tables below display the attendance data according to the number of students in each category of attendance rate. The categories are as follows;

- Regular = 90% attendance or better
- Indicated = 80% - 89.9% attendance
- Moderate = 60% - 79.9% attendance
- Severe = less than 60% attendance

We can clearly see the drop in attendance over the past 2 years due to COVID and we are hopeful that attendance will improve in 2023. The greater chance of success is for those students within the indicated and moderate ranges as there are generally many extenuating circumstances associated with students in the severe category, preventing them from attending school.

Another factor affecting attendance is the changing habits of our community. In the past, students would attend school with slight flu-like symptoms, however the new hygiene habits developed post COVID mean that parents choose to keep students home with flu-like symptoms for fear of infecting others.

	Attendance Category					Attendance Category Aboriginal			
	Regular	At Risk				Regular	At Risk		
		Indicated	Moderate	Severe			Indicated	Moderate	Severe
2020	54.6%	21.4%	12.7%	11.3%	2020	23.6%	16.7%	21.5%	38.2%
2021	41.9%	26.4%	14.8%	16.9%	2021	14.2%	20.3%	23.4%	42.6%
2022	37.8%	20.6%	20.0%	21.6%	2022	11.3%	7.8%	23.4%	57.4%
Like Schools 2022	33.8%	29.4%	22.1%	14.7%	Like Schools 2022	16.9%	26.5%	26.8%	29.8%
WA Public Schools 2022	40.0%	29.0%	19.0%	12.0%	WA Public Schools 2022	12.0%	17.0%	25.0%	47.0%

Our attendance rate for Aboriginal students continues to be of concern. The low rate in the regular category and the very high number in the severe category are an issue. When compared with like schools and All WA Public Schools the difference is significant. We will continue to reach out and build relationships with families and provide supportive structures, especially within the Maali Centre, to cater for the varying needs of our students and their families.

Attendance Rates per Year Group

	Y07	Y08	Y09	Y10	Y11	Y12
2020	88%	86%	81%	82%	84%	82%
2021	84%	83%	78%	76%	80%	78%
2022	82%	77%	77%	73%	75%	77%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%

This table displays the disparity between year groups and ALL WA Public Schools. It is interesting to note the decline with increasing age. It is also important to note that research reveals the direct relationship between better attendance equating to better results. As mentioned previously, an approach to reward improvements in attendance combined with supportive structures within the school, will hopefully yield more positive attendance data. With the lifting of COVID restrictions we also envisage an improvement in attendance in 2023.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associates / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning Areas	7	7.0	0
Program Coordinators	5	3.8	0
Total Administration Staff	16	14.8	0
Teaching Staff			
Level 3 Teachers	2	1.8	0
Other Teaching Staff	59	52.7	2
Total Teaching Staff	61	54.5	2
Allied Professionals			
Clerical / Administrative	12	10.6	0
Gardening / Maintenance	2	2.0	0
Instructional	2	1.4	2
Other Allied Professionals	15	13.2	0
Total Allied Professionals	31	27.2	2
TOTAL	108	96.6	4

At the end of 2022 we had a total of 14 staff leave who either went into permanent roles at other schools or moved to work at schools closer to home. Exit surveys conducted with those staff generally indicated a positive experience and camaraderie whilst working at GSSHs.

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.

Attainment/WACE

Five students commenced the Academic Gifted and Talented (GAT) program in Year 7 in 2017. One student left the school during lower school. Five additional students entered the program through top-up testing so that a total of nine students completed the program in Year 10.

Two of these GAT students left our school before the end of Year 12. Of the remaining seven students, four studied ATAR courses in upper school, with three attaining an ATAR ranking at the end of Year 12. Three Certificate IIIs were also achieved out of these seven Year 12 students, with three achieving a WACE and five of these students achieving Attainment status.

ATAR Range: 65.95 – 86.5
ATAR Mean: 77.28
ATAR Median:79.4

Destination:

Former GAT program students have been granted early university offers, employment (GAP year) and TAFE/certificate courses.

Differentiated Program Years 7-10

A total of 45 students engaged in the GAT program in 2022 from Years 7 – 10.

Thirteen Year 6 students accepted offers to commence in the GAT program at Governor Stirling SHS in 2023.

Extra-Curricula Learning Opportunities Years 7 -10 in 2022

- Lower school teams competed against other schools in the Western Australian Debating League School Debating Competition from March to August.
- Year 10 Civics and Citizenship Albany Tour in Term 3 (activities included visiting the National Anzac Centre, guided visits to three local museums, Albany Wind Farm, Valley of the Giants, and a conversation eco cruise at Walpole with environmental scientist Gary Muir).
- A Year 7 & 8 orientation and challenge excursion in Term One.
- UWA Aspire Race around Campus day for Year 10 students in Term Three.
- UWA Academic Extension scholarships were offered to GAT students for school holiday workshops.

Other activities which students have undertaken in previous years, such as World Scholar’s Cup, and Ted Ex Youth Conference were curtailed due to the ongoing effects of COVID on large events.

Differentiated Program Years 7-10

Mathematics:

- Australian Mathematics Competition
- National Australian Mathematics Olympiad
- CAS calculators and laptops were funded from GAT budget and provided to Mathematics department for use with GAT classes.

Humanities and Social Sciences:

- GAT classes participated in National Geography and History Competitions.
- Jacaranda online workbooks and activity books were purchased and provided for all lower school GAT classes.

English:

- From Terms 1 -4 GAT students participated in Young Writers Workshops with published local and inter-state authors at Fremantle Literature Centre.
- GAT students attended a live performance by the visiting Bell Shakespeare theatre company.

Science:

- STILE X programs were purchased for use by GAT students.
- Acceleration and early commencement of ATAR courses for Year 10 GAT Science students.
- GAT Science students from Years 9 & 10 attended the BEES (Biological Earth Environmental Science) Day hosted by Curtin University.
- GAT Science students attended science excursions to the Perth Zoo.
- Cross-curricula collaboration occurred between GAT science classes and the specialist Engineering program occurred.

Staff Development

- Professional Learning Community collaborations were organised for GAT teachers throughout the year.

Thirteen staff completed specialised GAT professional learning courses delivered through Growing Up Greatness.



Key Data:

Students Participating: 52
Tuition Hours delivered: 3536
ATAR Pathway: 2 Students
Year 12 Wace Graduation: (83% ie 5 out of 6 students)
Year 11 students who completed OLNA: 2 students yet to complete
Year 12 Students that have completed OLNA: 1 student incomplete
Destination: Employment – 33% , Training(TAFE, Uni, traineeship) – 67%
Student Camp/Excursion participation: 80.7% ie 42 out of 52 students participating
Outreach to Ellenbrook SC and Aveley SC: 116 students when combined with GSSHS

Key Events:

- Six year 10 students attended the 'Innovation Day' Challenge in Broome, hosted at Notre Dame University and funded by 'Worley's'. The event was attended by FTD students from all around WA. Students worked with Worley engineers on sustainable solutions for resource projects. GSSHS won a grant from Polly Farmer Foundation to attend the experience.
- Twenty-four year 7-10 students attended a combined Fremantle & GSSHS FTD camp. Students participated in cultural and team building activities
- Four students attended Worley's for a paid school holiday work experience program. This is an industry partnership that has seen multiple students participate in work experience and in real employment outcomes post school. Three GSSHS FTD students are currently employed at Worley's.
- Two year 11 students on an ATAR pathway receiving ongoing targeted tuition in the FTD program
- Program offered consistent targeted tuition throughout the year (four afternoons per week).
- Students participated in university workshops and camps to build the relationship with higher education institutions.



Business Plan Priorities and Progress

All WA public schools are reviewed by the Dept of Education’s Public School Accountability Directorate. The Governor Stirling Senior High School Public School Review was conducted in September following a rigorous self-assessment regime conducted by the school. Independent reviewers came to the school for two days to review and ask questions of key people and students. Many commendations were made against 6 domains and these can be examined in the review document in our website. Below is a list of the recommendations against the 6 domains which happen to coincide with our Business Plan priorities.

Relationships and Partnerships

- Build professional partnerships with local primary schools which includes running activities that market the opportunities and strengths of specialist programs to future students.
- Continue to include families and parents in the activities of the school through events and shared activities.
- Continue to build opportunities, such as the PLC model, to enable the collegiate staff to collaborate effectively ensuring buy in from all staff to spread workload.

Learning Environment

- Consolidate the schools PBIS approach to maintaining a positive school culture ensuring consistency in the application of initiatives such as 'House Period' across the school.
- Continue to clarify the roles of members of the student services team to ensure that the delivery of timely, quality support for students at risk and workload is distributed equitable across the team.

Leadership

- Embed a self-review schedule of key student data as a routine activity for members of the executive and senior leadership team.
- Continue to build the professional capacity of staff by seeking opportunities for them to present professional learning aligned to areas of expertise and school strategic need.
- Engage in collaborative decision making with the entire staff on determining together the successful evidence based programs that can be maintained within realistic resource boundaries.

Use of Resources

- Undertake marketing of the school’s specialist programs in the local community with all staff to become invested in positive promotion of the school and academic. and pastoral offerings for young people.
- Collaborate with the Department of Education’s finance consultants to finalise the requirements of the School Financial Improvement Plan identified in the 2021 Compliance Review.
- Continue to support staff to build ICT capabilities and ensure they have access to contemporary technology.

Teaching Quality

- Create and nurture partnerships with local network primary schools in the interests of furthering literacy interventions and delivering whole-school approaches to meeting students’ literacy needs.
- Embed the school’s Instructional Framework as standard teaching practice throughout the school.
- Maintain the professional dialogue with staff on the best methods of intervention and support for students with learning needs within the timetable structure.

Student Achievement and Progress

- Provide support for staff to improve the consistency of class review processes using student achievement data.
- Implement professional learning to assist teachers to use a greater range of formative assessment types, reducing the reliance of formal assessments to make judgement about student achievement.
- Maintain agreed, whole-school approaches, to meeting the literacy and numeracy needs of students.



Treat others with consideration, courtesy and fairness



Accept individual differences



Strive to achieve your best, persevere



Acknowledge and accept the consequences of your actions



Be honest, sincere and seek the truth in words and deeds



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