



# Serpentine Jarrahdale Grammar School

INTEGRITY • HUMILITY • COMMUNITY

## ANNUAL REPORT 2012

### Overview

Established in 2004 and opening its doors for the first time in 2006, Serpentine Jarrahdale Grammar School is an independent Christian school in the Anglican tradition located south east of Perth near the town of Mundijong.

The Principal is responsible for the operation of the School reporting to an independent constituted Board of Directors. The School has as its motto; Humility, Integrity, Community expressing these through a RESPECT philosophy based on the life of Jesus. These are articulated as:

- Respect for God
- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for the Environment.

The school-learning environment is based on partnership between parents, teachers and students. Serpentine Jarrahdale Grammar School students have opportunities to explore a wide variety of learning endeavours including sporting, academic, and cultural activities while a focused core curriculum emphasizes literacy and numeracy skills. The whole person is encouraged to grow through a strong and developing pastoral care system and a strong and developing sense of belonging within the School community.

The School is currently organised into a Senior School (years 10-12) and a Junior School (years 5-9) catering for approximately 475 students in 2012. It is anticipated that the School will add year 4 in 2013.

### Curriculum

The Curriculum at Serpentine Jarrahdale Grammar School is based on the Australian Curriculum for students from years 5-9 while students in years 10-12 study Western Australian Certificate of Education and Vocational Education courses.

## School Community

School ICSEA Value 977

Average ICSEA Value 1000

Data Source: Parent information

Distribution of students

	Bottom Quarter	Middle Quarter	Top Quarter
School distribution	%	%	%
2009	22	78	0
2010	36	57	8
2011	29	65	6
2012	17	73	9
Australian Distribution	25	25% - 25%	25%

*Percentages are rounded and may not add up to 100*

It is interesting to note the reduction of 12% in the bottom quarter, which accelerates the trend of the previous year while the drop in top quarter from 2011 has now been reversed.

## Student Numbers

	2009	2010	2011	2012
Girls	143	189	223	229
Boys	148	196	216	246
Total	291	385	439	475

A steady increase continues to be evident. It is recognized that the impact of new Government Secondary Schools opening in Baldivas in 2013 and Byford in 2014 may impact in coming years.

## Student Attendance

2009	2010	2011	2012
92%	90%	92%	93%

Although not always possible, parents are being encouraged to defer family holidays to school holiday period.

## Staff

	2009	2010	2011	2012
Teaching Staff	23.5	31	32.4	37.8
Non-Teaching Staff	7.4	12.3	12.5	16.2
Total	30.9	43.3	44.9	54

## Academic Results

### NAPLAN Data

#### Year 5

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
National Standard	National %	SJ GS	National %	SJ GS	National %	SJ GS	National %	SJ GS	National %	SJ GS
<b>MEAN</b>	493	460	477	471	494	462	491	460	488	460
<b>Above</b>	80	67	77	82	81	67	78	67	80	82
<b>At Standard</b>	12	15	14	6	12	27	12	24	13	9
<b>Below</b>	8	18	9	12	7	6	10	9	7	9

#### Year 7

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
National Standard	National %	SJ GS	National %	SJ GS	National %	SJ GS	National %	SJ GS	National %	SJ GS
<b>MEAN</b>	541	520	518	511	543	533	546	525	538	507
<b>Above</b>	80	77	72	69	82	83	83	78	78	68
<b>At Standard</b>	14	18	17	23	11	9	12	20	16	26
<b>Below</b>	6	5	11	8	7	8	5	2	6	6

#### Year 9

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
National Standard	National %	SJ GS	National %	SJ GS	National %	SJ GS	National %	SJ GS	National %	SJ GS
<b>MEAN</b>	575	576	553	559	577	569	573	557	584	565
<b>Above</b>	73	83	63	62	73	72	72	64	75	75
<b>At Standard</b>	18	13	19	17	16	23	19	30	19	23
<b>Below</b>	9	4	18	21	11	5	9	6	6	2

## WACE Achievement

In 2012 Serpentine Jarrahdale Grammar School had 38 students enrolled in year 12 at the completion of the year. All 38 of these students met the graduation requirements and achieved their WACE certificate. This is the first time SJGS has achieved a 100% graduation rate. Some of the success can be attributed to enrolling students, who were boarder-line stage 3 students also into stage 1 subjects. This allowed students to gain a passing grade in the stage 1 course while attempting a stage 3 course without risking their chances of graduating.

## ATAR Scores

In 2012 twenty-four students achieved an ATAR score. The ATAR scores for the 2012 SJGS students saw an improvement in the highest quartile compared to the 2011 cohort despite the 2011 cohort having a slightly higher median score.

YEAR	MEDIAN	UPPER QUARTILE	MAXIUM
2012	53.5	74.5	85.45
2011	53.9	70.55	81.6
2010	47.15	55.3	64.3

2012 saw an increase in the number of Stage 3 subjects offered and the increased number of students taking these higher scaling subjects assisted the top quarter of our students to achieve higher ATAR scores. Another change from previous years was to have all ATAR students return to school following the Presentation night. Students attended classes as normal with their teacher up until the day of their WACE examination. This greatly increased the exposure the students had to revision material and preparation work.

## University Admission Statistics

Number of students with an ATAR who applied	18
Median ATAR of the students who applied	66.30

A significant point to note for 2012 was that 24 students received an ATAR yet only 18 applied for university admission through TISC. There was also a significant difference between the 53.5 median ATAR score for the 24 students and the 66.30 median score for the 18 students that applied for university admission through TISC. What this statistic doesn't show is the number of students who applied to Notre Dame. Following our mid-year visit to Notre Dame several students indicated that they would be applying for entry at Notre Dame.

	Curtin	ECU	Murdoch	UWA	Total
Number of students with a 1 <sup>st</sup> preference (Includes students without an ATAR)	4	0	12	2	18
Number of students offered their 1 <sup>st</sup> preference	2	0	6	1	9
Number of students offered any of their preference	3	1	6	1	11

There was significant mention in the press regarding the number of students in Western Australia who gained an ATAR high enough to get into university but who did not gain a scaled score of 50% in English. Sixteen of the Nineteen students who sat English 2CD obtained a final scaled score of 50% or more and all ten 3AB English students obtained a scaled score of 50% or higher in English.

## Individual Subject Review

### Performance

This table indicates how each subject performed against the state average. The values stated are the final scaled marks and include the combination of written and practical scores where applicable.

SUBJECT	SJGS WACE COURSE SCORE	STATE WACE COURSE SCORE	SJGS DIFFERENCE
BIO 3AB Biology	52.65	59.81	-7.16
BME 3AB Business Management & Enterprise	60.69	59.80	0.89
CHE 3AB Chemistry	48.02	59.78	-11.76
ENG 2CD English	56.48	60.23	-3.75
ENG 3AB English	56.62	59.88	-3.26
HIM 3AB Modern History	45.88	60.05	-14.17
MAT 2CD Mathematics	63.08	59.80	3.28
MAT 3CD Mathematics	40.12	59.56	-19.44
MDT 2AB Material Design & Technology	72.65	60.30	12.35
MPA 3AB Media Production	35.05	60.10	-25.05
PAL 3AB Politics & Law	43.64	59.87	-16.23
PES 3AB Physical Education Studies	39.42	60.16	-20.74
VAR 3AB Visual Art	41.14	60.17	-19.03

SUBJECT	Excellent	High	Satisfactory	Limited	Inadequate	Total
BIO 3AB Biology	0	2	6	5	1	14
BME 3AB Business Management & Enterprise	0	2	5	1	0	8
CHE 3AB Chemistry	0	0	5	4	0	9
ENG 2CD English	0	2	13	4	0	19
ENG 3AB English	0	2	8	0	0	10
HIM 3AB Modern History	0	0	3	4	1	8
MAT 2CD Mathematics	1	5	7	3	0	16
MAT 3CD Mathematics	0	0	0	4	0	4
MDT 2AB Material Design & Technology	0	1	0	0	0	1
MPA 3AB Media Production	0	0	1	2	2	5
PAL 3AB Politics & Law	0	0	2	3	0	5
PES 3AB Physical Education Studies	0	0	0	7	0	7
VAR 3AB Visual Art	0	0	4	5	1	10
Total	1	14	54	42	5	116

## Moderation

SUBJECT	SJGS WACE COURSE SCORE	STATE WACE COURSE SCORE	SJGS DIFFERENCE
BIO 3AB Biology	50.32	52.90	2.58
BME 3AB Business Management & Enterprise	62.06	60.92	-1.14
CHE 3AB Chemistry	51.07	48.03	-3.64
ENG 2CD English	59.84	57.47	-2.37
ENG 3AB English	60.65	57.62	-3.03
HIM 3AB Modern History	58.00	47.06	-10.94
MAT 2CD Mathematics	56.50	62.95	6.45
MAT 3CD Mathematics	46.25	40.19	6.06
MDT 2AB Material Design & Technology Written	61.00	76.07	15.07
MDT 2AB Material Design & Technology Practical	78.00	64.28	-13.72
MPA 3AB Media Production Written	47.00	43.80	-3.20
MPA 3AB Media Production Practical	49.75	32.05	-17.70
PAL 3AB Politics & Law	48.40	44.60	-3.80
PES 3AB Physical Education Studies Written	49.50	38.17	-11.33
PES 3AB Physical Education Studies Practical	60.67	49.35	-11.32
VAR 3AB Visual Art Written	53.89	41.24	-12.65
VAR 3AB Visual Art Practical	53.00	44.70	-8.30

## Moderation

This table indicates how each subject was affected by moderation. The 'Difference' value stated indicates how Serpentine Jarrahdale Grammar School teachers assessed against the expected. For example a difference of +5% indicates that this particular subject was marked too hard by 5% at the school level. A difference of -12% means that this particular subject was marked too leniently by a factor of 12%.

## VET Achievement

In 2012 Serpentine Jarrahdale Grammar School offered School Based Vocational Education and Training Courses in Business (Cert I), Furnishings (Cert I), Tourism (Cert II) and Hospitality (Cert II). The table below outlines the number of students who completed certificate courses as well as the number of students who completed Units of Competency and will continue their studies towards certificate completion in 2013.

	Year 10	Year 11	Year 12
Certificate II	0	2	26
Certificate I	0	5	2
Partial Completion	47	6	2

## WACE Summary

In summarising the following points can be noted:

- 25% of the students who obtained an ATAR did not apply for a university place through TISC. The median ATAR of all WACE students was 53.5, for those that applied through TISC the median ATAR jumped to 66.30. Students who are not applying for a place at university are affecting the scaling of those that are.
- In 2012 a significantly larger number of subjects were offered at stage 3, this resulted in higher overall ATAR scores than any previous year, however it also resulted in lower averages compared to the state average of any other year. The School is delivering subjects at the appropriate "competitive level" however our students are performing below the state average at this level.

- Despite the TISC results indicating that only 11 of the 18 students who applied for a university position gaining an offer, feedback has been received indicating that many students who missed gaining direct entry to university have gained entry to university (Curtin, Murdoch or Notre Dame particularly) through alternative entry or preparation courses.