



Gilmore  
COLLEGE

# Gilmore College

## 2012 School Report



// RIGOUR  
// RELEVANCE  
// RELATIONSHIP

## GILMORE COLLEGE ETHOS

### RIGOUR

We have high expectations of ourselves that challenge us to strive for excellence. We have a positive approach to learning and foster the development of life long learning.

### RELEVANCE

We recognise the need to cater for individual differences in our students in order to achieve the best possible outcomes.

### RELATIONSHIPS

Our relationships are based on trust, mutual respect and the acceptance of rights and responsibilities within the school community. We recognise the value of actively working in a positive partnership with parents and carers, students, staff and the wider community in providing a quality education.

## BACKGROUND

Gilmore College opened in January 2008 after the closure of Kwinana Senior High School. The College serves all or part of the following localities: Anketell, Bertram, Calista, Casuarina, Henderson, Hope Valley, Kwinana, Leda, Mandogalup, Medina, Naval Base, Postans, The Spectacles, Oakford, Orelia, Parmelia, Wattleup and Wellard.

Gilmore College is a state of the art secondary school, custom built to cater for the changing educational needs of adolescent learners. It is a Year 7 – 12 campus offering academic programs across the seven Learning Areas, including: The Arts, English, Health and Physical Education, Mathematics, Science, Society and Environment, and Technology and Enterprise. Vocational Education and Training (VET) delivers successful programs in the Senior School.

### VET

A Program Coordinator manages all aspects of the VET program across the Senior School, including partnerships with business, industry and community organisations within the Kwinana district. Students graduating from Gilmore are not only well equipped for enrolment in tertiary courses at University or at TAFE, but also for coping with the demands that employment places upon them if they choose to go out into the world of work.

### ATAR

At Gilmore College we not only aim to fulfil the academic potential of our students, but do so in an environment of care and concern based on core values.

## SCHOOL PRIORITIES

2011 – 2014, the priority areas include:

- Building Staff Capacity.
- Raising Standards in Literacy and Numeracy
- Building Partnerships.

**Curriculum Improvement:** To provide students with the opportunity to experience a curriculum that is flexible and relevant to their individual needs by focusing on:

- Improving standards of literacy and numeracy.
- Improving teaching and learning.
- Using evidence based decision making

**Values Education:** Our values influence our behavior and give purpose to our lives. We seek to ensure that all students are able to develop the following core-shared values:

- A pursuit of knowledge and a commitment to the achievement of potential.
- Self-acceptance and respect of self.
- Respect and concern for others and their rights.
- Social and civic responsibility.
- Environmental responsibility.



Positive relationships are at the heart of effective learning and we are committed to making sure students are supported by staff that care, know them well, encourage them to achieve. Each Year group has a Coordinator to support student achievement and wellbeing. The College has a number of support services available to work with students, including: Aboriginal Islander Education Officers, Attendance Officer, Chaplain, Psychologist, Youth Worker and a Community Nurse.

A 2011 survey of parents found that most parents were satisfied with their child's progress and the support received. Parents were most concerned about the school's ability to achieve high standards of student behaviour. In response to this, behavioural boundaries and guidelines have been established and all of our teachers are committed to establishing safe, supportive and respectful learning environments.

## **SPECIAL PROGRAMS**

### **PACT**

The Peron Alliance for Curriculum & Teaching is an initiative that ensures Gilmore College can offer a full range of ATAR courses in partnership with other schools in the Kwinana/Rockingham District. Strong links have been forged with Murdoch University in Rockingham.

### **ENGINEERING**

Due to the success of the KIC program Gilmore College offers an Education Department endorsed Specialist Program in Engineering. This is an exciting initiative for students and includes strong school/industry links in the Kwinana region.

### **NATIONAL PARTNERSHIP – LOW SEI**

A National Partnership Agreement for Low Socio-Economic Status provides funding from the Australian Government through the Smarter Schools National Partnerships and is complemented by co-investment by the Western Australian education sectors and schools. Together, this funding is designed to build the capacity of Gilmore College to contribute to the achievement of the following high level outcomes:

- (a) all children are engaged in and benefiting from schooling;
- (b) young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving;
- (c) Australian students excel by international standards;
- (d) schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children; and
- (e) young people make a successful transition from school to work and further study.

### **Instructional Improvement**

Strengthen school accountability

Contribute to Level 3 Instructional Leadership in Kwinana Federation of schools in the areas of Literacy and Numeracy

Whole school literacy PD provided through HoLA's to increase rigour and to build staff capacity

### **Wrap Around Programs**

An initiative to promote student health and wellbeing, designed to increase regular attendance and improved engagement in classrooms

A student engagement program will run with Point Peron Camp School

Level 3 Student Services Manager and Youth Worker to develop short term engagement programs, with the aim of reducing the occurrence of negative behaviour

### **External Partnerships – Extended Services**

Delivery of Education to teen parents in cooperation with Centrelink, SIDE and various Kwinana groups

## **NAPLAN 2012**

The National Assessment Program Literacy and Numeracy was conducted in May 2012 for Year 7 and Year 9 students at Gilmore College, assessing the relative performance of Year 7 and 9 students in numeracy, reading, punctuation and grammar, writing and spelling.

Reading is a whole school literacy priority at Gilmore College.

Since 2012, all Year 8 students are involved in a Literacy Strategy integrating Society & Environment and English. Four mornings a week, the students study Literacy in a two hour block. The strategy is highly structured and engaging to build literacy skills.

## Year 7 and Year 9 Testing Results

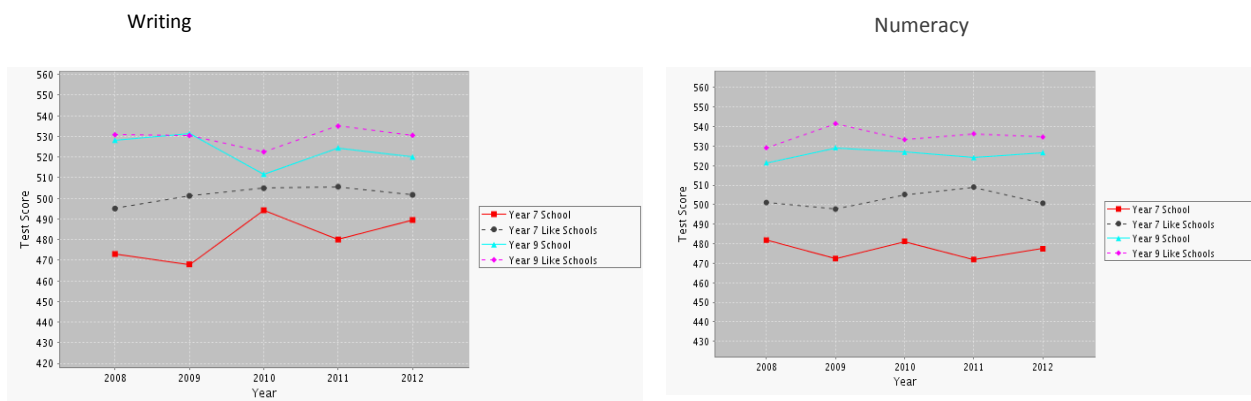
Whilst there has been satisfactory progress made in numeracy, punctuation & grammar and writing, Gilmore College still needs to raise standards.

The College has collaboratively developed Whole School Literacy and Numeracy Plans to address the issue of students falling below National Minimum Requirements.

Targeted and explicit teaching of literacy and numeracy skills has been adopted by Mathematics and English teachers at the College.

The contextual nature of literacy and numeracy has also been a cross-curricula focus for all teachers. Print-rich environments, subject-specific vocabulary, reciprocal reading strategies, paragraphing and a repertoire of number and measurement strategies have been priorities for teachers at the College.

A Case Management approach has been implemented for any student falling well below expected standards of achievement. Individual and Group Education Plans are used and developed by teachers.



## WHOLE SCHOOL PARTICIPATION AND RETENTION

	Eligible Year 12 Students	Percentage achieving WACE
2010	83	96%
2011	48	96%
2012	87	91%

Eighty seven students were eligible to attain a WACE in 2012 and eighty students: 91% were successful.

## Apparent Retention & Progression (%)

	Years 8 - 10	Years 8 - 12	Years 10 - 12	Years 10 - 11	Years 11-12
2010	93%	67%	60%	86%	60%
2011	95%	43%	46%	94%	53%
2012	100%	50%	54%	92%	58%

Gilmore College has quite a large transient population with enrolments and departures occurring at all times across the school year. The transiency is reflected in the retention and progression table.

Many students do not progress from Year 11 to Year 12 because they get apprenticeships, traineeships or other work. Many also chose to go to TAFE. Although this makes retention rates look poor, it is a good outcome for the students and their families.

Retention rates for Years 8 – 10 are at 95%. Many students leave in Years 11 and 12 for traineeships, apprenticeships and employment, which results in a low retention rate from 10 – 12.

## Year 12 Participation

	Eligible Year 12 Students	Number acquiring a TER (ATAR)		VET – No of students in a Cert II or higher		VET – No of students completing a Cert II or higher	
2010	83	13	16%	64	77%	44	53%
2011	48	9	19%	41	85%	34	71%
2012	87	15	17%	55	63%	46	53%

### University / TAFE

### Course

UWA	Army entry	Students studying Stage 2 and Stage 3 WACE examination courses performed as expected.  Most students applying for University and Tertiary entrance were offered their first choice of course.  Six students received the Principal's Recommendation Award for entry.
Murdoch	Engineering	
ECU	History	
Murdoch	Teaching	
Murdoch	Environmental management	
Murdoch	Accounting	
Murdoch	Teaching	
Murdoch	Screen Production and Theatre	
ECU	Teaching	
CURTIN	Architecture	
CURTIN	Computer Science	
ECU	Philosophy and Literature	
UWA	Science into Medicine	
TAFE	Sports training and management	
CURTIN	Business	
TAFE	Personal Training	
Murdoch	Environmental Management	

## ATAR – UNIVERSITY ENTRY

	Number acquiring an ATAR	Percentage achieving one or more scaled scores of 75+
2010	13	8%
2011	9	11%
2012	15	0%

In 2012 15 students sat ATAR exams. Some courses were offered through the Peron Alliance of Curriculum and Teaching, PACT/ Stage 3 English was offered at Gilmore for the first time.

Teachers work to ensure Examination Literacy and Assessment Moderation. Teacher judgements are comparable with state-wide exam results.

Gilmore College has been in the Top 50 VET schools since 2005. The Vocational pathway is well supported by students and most students complete a Certificate 11 or higher in a range of courses.

The ATAR group accounts for only 17% of the Year 12 student population. 100% of these students have had success in University entry or a bridging course for 2013.

Gilmore College has introduced an Academic Extension stream in Year 7 to increase the percentage of students aspiring to University by 2018.

The Peron Alliance of Curriculum and Teaching (PACT) ensures that the full range of ATAR can be offered, despite the small number of students selecting those courses.

### Attendance

Regular attendance is critical to improving student academic achievement. 65% of students at Gilmore College attended more than 80% in Semester 2 2012. 17% of students were at risk due to attendance below 60%

90% attendance is required to improve student learning outcomes. Only 40% of students achieved this and it is a concern.

A comprehensive attendance plan is improving student attendance and is a strategy at Gilmore College which will continue in 2013.

Attendance rates are still of concern. The school sets targets for improvement and uses a range of strategies, including early intervention, monitoring and reward systems to improve attendance.

### Suspensions

Gilmore College has a no tolerance attitude to bad behaviour and bullying. Due to this our suspension rate may look a little high.

It is very pleasing to note that our behaviour policy is working and suspension rates continue to decrease in number and severity.

A comparison of 2010 to 2012 shows the number of suspensions almost halved, in that time. Less than 2% of students suspended in 2012 offended more than twice, with the majority only having one suspension.

Secondary attendance

	Non - Aboriginal		Aboriginal	
	School	State	School	State
2010	81.3%	89.2%	64.1%	66.6%
2011	84.0%	89.0%	71.9%	67.1%
2012	83.0%	89.3%	66.9%	67.9%

Semester 2  
2012 Attendance

Primary attendance

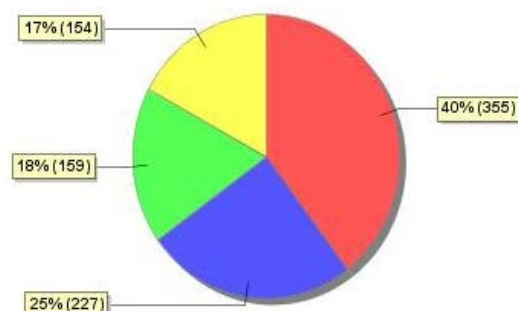
	Non - Aboriginal		Aboriginal	
	School	State	School	State
2010	90.6%	93.9%	92.6%	82.6%
2011	90.4%	93.7%	76.4%	81.6%
2012	88.6%	93.3%	76.4%	81.1%

The pie chart shows Semester 2 2012 in four categories of attendance:

- Red = regular (90 – 100% attendance)
- Blue = risk indicated (80- 89% attendance)
- Green = risk moderate (60- 79% attendance)
- Yellow = risk severe (0- 59% attendance)

Attendance programs are in place to improve regular attendance.

### Staff Management Information



Gilmore College had 73 teaching staff, 14 administrative staff and 32 non-teaching staff, using an FTE of 105. (Not all staff are full time.)

All of our teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching.

## Special Achievements 2012

**Independent Public School status achieved**

**Young Parent Program - commenced**

**Wirrapanda Netball Program/Deadly Sista Girlz**

**i-women KIC program Year 10**

Tiana Andreello,  
Charisse Coleman,  
Brooke Kerr,  
Larissa Whittingham-Smith

**TOK Educational Scholarships awarded for 2013**

*Entering Further Education* – Lisa Doomen, Jake Dietsch, Henry Morris

*Entering year 12* – Crystal Wilcox, Jared Del Carmen

*Entering year 11* – Curtis Pratt

*Entering year 7* – Tane Corboy & Leah Wlash

**LyriK Award Winners (Round 15 – June 2012)**

Achievement Award Winner – John Garlett  
Leadership Award Nominee – Caitlyn Barton  
Inspiration Award Nominee – Joshua Kickett

**LyriK Award Winners (Round 16 – December 2012)**

*Respect Award Winner* – Joshua Kickett  
Group of the Year Award Winners – Gilmore College Drumbeat Crew  
Leadership Award Nominee – Ellen Parker  
*Young Person of the Year Nominee* - Daniel Phillip

**Clontarf Football Academy Awards**

***Football Fairest and Best***

Junior Fairest and Best - Edward Warrell  
Junior Runner Up Fairest and Best - John Garlett  
Senior Fairest and Best - Kristian Jones  
Senior Runner Up Fairest and Best - Lindsay Riley

***Spirit of Clontarf Award***

Year 7 - Bailey Ballard  
Year 8 - Bradley Pereyra  
Year 9 - Taj Hilzinger Smith  
Year 10 - Julian Pereyra  
Year 11 - Lindsay Riley  
Year 12 - Dylan Jacobs - Bolton

**Premiers Australia Day Active Citizenship Awards (Kwinana)**

**Yr11 Citizenship Award**

Daniel Philip

**Yr 12 Personal Excellence**

Nicky Le

**YohFest**

Finalists

West Coast Institute of Training Joondalup  
Cert 4 In Preparation for entry into Nursing -  
Natasha Ybanez

**World Skills 2012**

*Business Services* - Teija Blanden

*Metals & Engineering* – John Sloman

**Verve Scholarships**

Rising Stars (\$800 each)

Uni Link Nicholas Burke (\$800)

**2012 Top Public Schools Awards**

Top 50 VET schools – Gilmore College  
1 Curriculum Council Certificate of  
Excellence Brendon Bosanac  
1 Curriculum Council Certificate of  
Distinction Brendon Bosanac

**Principal Recommendations to Universities**

Curtin Principal's Recommendation Award –  
Nicky Le  
Murdoch Principal's Recommendation –  
Alethia Du Preez  
Murdoch Principal's Recommendation – Dion  
Hill  
Murdoch Principal's Recommendation –  
Deanna Jalal  
UWA Principal's Recommendation – Henry  
Morris  
Murdoch Principal's Recommendation –  
Serina Williams

**Follow the Dream**

***Deadly Vibe, Writing it Up – My Story  
Competition***

Larra Brown Year 7 Winner  
Kaitlyn Bulk Highly commended  
Aleeshia Beynon - Published  
Rheannon Walley - Published

**Kwinana Junior Council**

Jenivia Tai, Zac Millington, Zoe Adams,  
Walter Smith, Amy Castro, Curtis Pratt.  
**Junior Deputy Mayor** - Amy Castro

## 2012 VALEDICTORY AWARD WINNERS -

### SUBJECT AWARDS

English (Stage 3)  
English (Stage 2)  
English (Stage 1)  
Mathematics (Stage 2)  
Mathematics (Stage 1)  
Biological Sciences  
Integrated Science  
Modern History  
Geography  
Career and Enterprise  
Design Technical Graphics  
Certificate II Business  
Applied Information Technology (Stage 2)  
Information Technology Certificate II  
Small Business Management & Enterprise  
Children, Family and the Community  
Materials, Design and Technology (Textiles)  
Hospitality  
Food Science and Technology  
Health Studies  
Outdoor Education  
Physical Education Studies  
Visual Arts  
Drama  
Music  
Media Production & Analysis (Stage 3)  
Media Production & Analysis (Stage 1)  
Clontarf  
Workplace Learning

### AWARD WINNERS

Jake Dietsch  
Sean Loseby  
Christopher "Neill  
Jake Dietsch  
Tiahne Koehler  
Lisa Doomen  
Henry Morris  
Jake Dietsch  
Lisa Doomen  
Dean Savage  
Ngan Le  
Lara Gabriel  
Michael Liao  
Vince Gingoyon  
Tafadzwa Chafa  
Courtney Hunter  
Alexandria Davis  
Faith Yambao  
Emma O'Neill  
Kristen Dobels  
Bradley Crone  
Bradley Crone  
Ngan Le  
Aimee Kiely  
Henry Morris  
Jake Dietsch  
Tiahne Koehler  
Kristian Jones  
Aaron Turner

### SPECIAL AWARDS

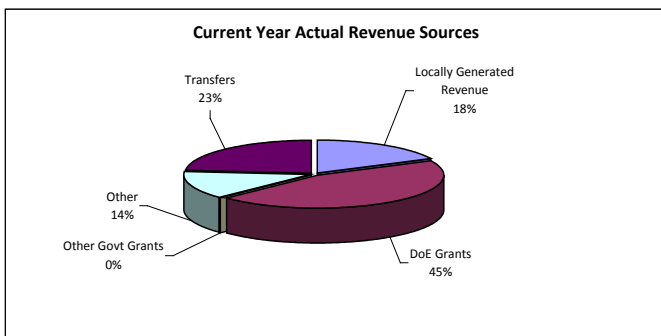
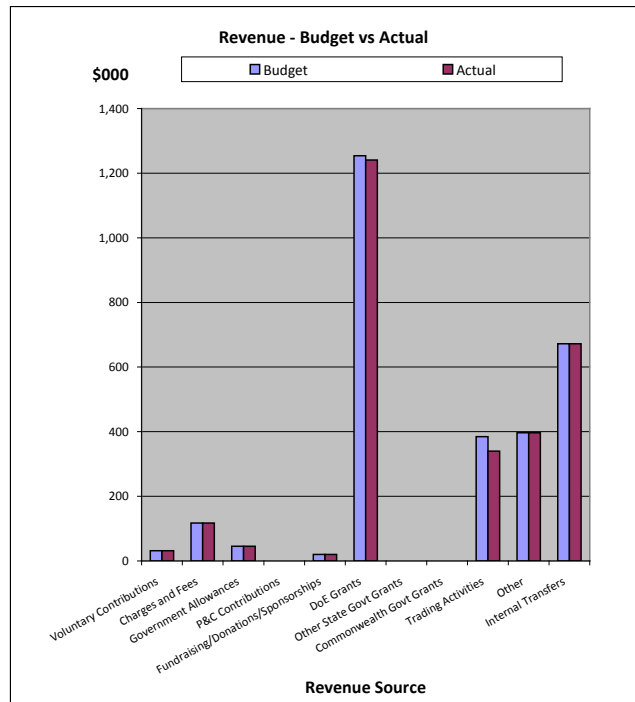
RSL Citizenship Award  
Youth Leadership Award  
Most Consistent Effort – KIC Traineeship  
Most Industrious Effort  
Most Improved Student  
CALTEX All Rounder Award  
Premier Student – Vocational Education & Training  
Premier Student – General Studies  
Premier Student – ATAR

Lisa Doomen  
Wayne Henke  
Jayden Widginton  
Michael Liao  
Dion Hill  
Aimee Kiely  
Brendon Bosanac  
Christopher O'Neill  
Jake Dietsch

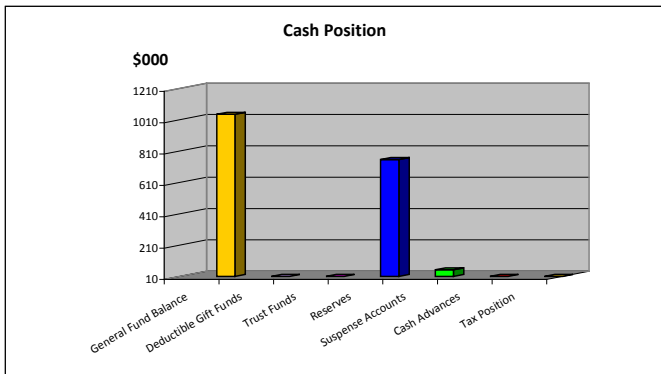
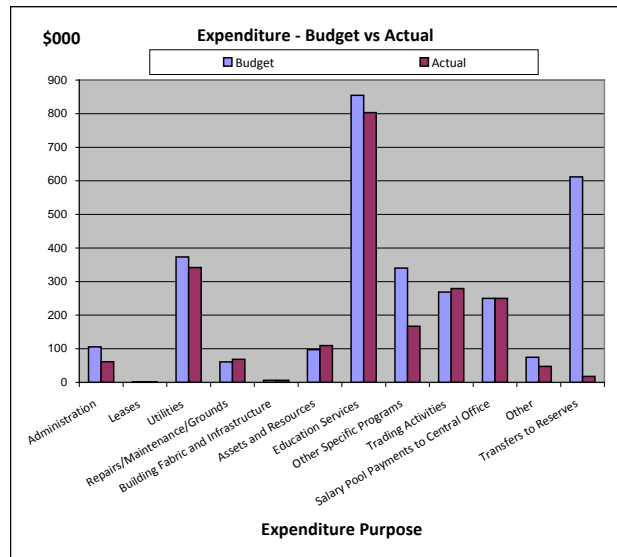


**Gilmore College**  
**Financial Summary as at**  
**31 December 2012**

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 31,754.00	\$ 31,753.65
2	Charges and Fees	\$ 117,204.00	\$ 117,183.74
3	Government Allowances	\$ 45,442.00	\$ 45,442.00
4	P&C Contributions	\$ -	\$ -
5	Fundraising/Donations/Sponsorships	\$ 20,125.00	\$ 20,124.84
6	DoE Grants	\$ 1,253,767.37	\$ 1,240,658.08
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 384,745.00	\$ 339,658.12
10	Other	\$ 396,609.00	\$ 396,612.69
11	Internal Transfers	\$ 672,323.46	\$ 672,323.58
	<b>Total</b>	<b>\$ 2,921,969.83</b>	<b>\$ 2,863,756.70</b>
	<b>Opening Balance</b>	<b>\$ 333,624.00</b>	<b>\$ 333,624.22</b>
	<b>Total Funds Available</b>	<b>\$ 3,255,593.83</b>	<b>\$ 3,197,380.92</b>



	Expenditure	Budget	Actual
1	Administration	\$ 105,414.48	\$ 61,570.11
2	Leases	\$ 1,189.00	\$ 1,188.93
3	Utilities	\$ 373,620.37	\$ 341,776.54
4	Repairs/Maintenance/Grounds	\$ 60,762.50	\$ 68,351.96
5	Building Fabric and Infrastructure	\$ 6,330.00	\$ 6,330.00
6	Assets and Resources	\$ 97,180.27	\$ 109,750.27
7	Education Services	\$ 854,553.96	\$ 803,234.91
8	Other Specific Programs	\$ 340,004.48	\$ 166,965.37
9	Trading Activities	\$ 268,887.50	\$ 279,150.51
10	Salary Pool Payments to Central Office	\$ 250,000.00	\$ 250,000.00
11	Other	\$ 74,705.00	\$ 47,442.62
12	Transfers to Reserves	\$ 611,701.00	\$ 17,955.00
	<b>Total</b>	<b>\$ 3,044,348.56</b>	<b>\$ 2,153,716.22</b>



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 1,691,103.60</b>
Made up of:	\$ -
1 General Fund Balance	\$ 1,043,664.70
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 754,817.80
5 Suspense Accounts	\$ 51,996.10
6 Cash Advances	\$ 1,500.00
7 Tax Position	\$ 157,875.00
<b>Total Bank Balance</b>	<b>\$ 1,691,103.60</b>