



Gilmore
COLLEGE

2024

ANNUAL REPORT



We transform positive relationships into meeting the unique learning potential of every student.



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Principal's Welcome

Having stepped into the role of Principal in October 2024, I would like to acknowledge Dean Gurr and Kellie Sadler's excellent work as principals during the first 3 terms of 2024. As a result of strong leadership and the hard work of all staff, I arrived at a College with strong links to the community and a limitless potential for the future. I look forward to 2025 and working closely with the Gilmore College community. Building on its strong foundation, we can keep the College moving forward to meet the changing needs of our students and the Kwinana community.

Our Western Australian Certificate of Education (WACE) achievement results have remained steady over the past 3 years. While this is a positive trend, it also provides us with room for improvement. However, we have seen an improvement in our students meeting their C-grade requirements – an increase of 4% from last year – the highest it has been in the last 6 years.

Our Gilmore Electrical & Metals (GEM) and Process Plant Operation (PPO) programs, along with our other VET programs, have produced great results, with our Flagship programs, GEM and PPO producing 100% completion.

Our ATAR students have also achieved success, with over 70% of them scoring high enough to receive direct entry into university. The plan for the future is to continue strengthening all student pathways across the College, ensuring our students achieve success.

This year, we will develop a new business plan, which will incorporate input from the College community and the wider Kwinana community. I will be working with the College Board and all College staff to review our whole school's values and priorities for the future. Through increased collaboration with all stakeholders, we will develop a plan that drives improvement at Gilmore College over the next 4 years.

Thank you to all students, families, staff and the Board for your continued support and cooperation during 2024. I look forward to working with everyone in 2025 to meet the needs of our students and to continue to build a College that we can all be proud of.

Thank you.



MATTHEW PATON

Gilmore College, Principal



The Chair provides a report on the performance of the Gilmore College Board for the Annual Report.

Principal Dean Gurr moved on from Gilmore College in 2024. After a period when Deputy Kellie Sadler filled the position, the completion of a selection process saw our new Principal Matthew Paton appointed to the position. Principal Paton brings considerable experience and a clear-eyed strategy to improve Gilmore College. Welcome Matt.

Background

The purpose of the Board is to contribute and have input to the development of Gilmore College's Business Plan. The Business Plan sets out the goals and objectives of the College. Our Board has a strong process for reviewing results against key performance indicators (KPI) outlined in the Business Plan. This process involves the following key points:

- Each meeting agenda is settled between the Principal and Chair in the week prior to the Board meeting.
- The Board receives a financial report and a principal's report at each meeting.
- We follow a calendar of events to review performance data once it becomes available, e.g. attendance and NAPLAN Results.

- The Board has two sub-committees: Finance – which reviews student contributions and charges – and Governance, which annually reviews the Code of Conduct for members of the Board and the College's Terms of Reference, a set of rules and procedures governing the Board.
- Student Council representatives attend meetings and provide insight and input.

The Gilmore College Board is comprised of 15 members, drawn from staff, family and community members. The Board meets twice per term for 8 meetings each year, all of them well attended and insightful to Gilmore College.

I sincerely thank all our Board for their contribution, both individually and as a team. In 2024, the Board was able to contribute positively to discussion and debate and did so in a very willing and collaborative manner.

The Business Plan strategies recognise the role that the College plays in delivering upon and strengthening its culture, as well as aligning to the four key objectives of the Department's "Classrooms First" Strategy:

- Success for all students
- High quality teaching

- Effective leadership
- Strong governance and support

Over the year, our Board meetings follow a timeline that ensures the review of different aspects as data becomes available. This has included:

- WACE data, including graduation, attainment, ATAR and VET
- attendance data
- workforce plan review
- College budget
- WACE Online Literacy Numeracy Assessment (OLNA) Report Semester 1
- NAPLAN Report
- Grade Analysis Report Semester 1

I would like to acknowledge our Business Manager, Tracy Hughes, for her management of the College's finances.

Chairman's Review

Gilmore College's relationship with its community of supporters continues to be a feature of the school. Thank you to the Rotary club of Kwinana, the City of Kwinana, Alcoa, Clontarf Foundation, The Smith Family, the Old Flames Alumni Association and our other community partners. Gilmore College can justifiably claim to have an exceptional relationship with the community it serves and supports.

I would like to give my sincere thanks to all our Board members for their excellent contribution in 2024. Two long-standing Board members stepped down at the end of 2024; I would like to sincerely thank Laurie Walker and Sandra Lee for their service and commitment throughout these years.

Thank you to Sonia Graham, our excellent Board secretary, for her assistance and support.

The 2024 Valedictory saw the largest graduating class in many years, comprising many talented students with several notable academic results. I thank and pass on best wishes to all members of the departing Class of 2024.

Gilmore College also offers a range of exciting opportunities in specialist programs for students. I would like to highlight the outstanding performance of Gilmore College's Volleyball teams and the Gilmore Robotics students, who achieved wonderful results both at State and National competitions. Congratulations to the students and staff involved with those and other programs.

Congratulations to the outstanding staff of Gilmore College for your commitment to the educational strategies which have assisted our students. These strategies involve all staff providing input to develop instructional techniques and bringing to the classroom leading-edge techniques in educational instruction. Thanks to all staff for your commitment to improving the future of our students.

Lastly, the College's support and administrative staff do a fantastic job and deserve an enormous thank you. Your commitment and professionalism to support the work of the school and students during this year has been very much appreciated.

Conclusion

2024 has been a great year for Gilmore College. At a personal level, the last few years have been an exciting and rewarding experience for me. As a former student of the school from its days as Kwinana High in the early 1970s, it is particularly gratifying to see the way the school has improved exponentially and to have been part of its present day evolution.



DAVID REDPATH

Gilmore College, Board Chairman

2024 College Board Members

Community Members

Barry Winmar
David Redpath
Lisa Garlett
Mandy Grubb
Sandra Lee

Family Members

Asif Iqbal
Laurie Walker
Michael Donnelly
Rachel Mortimer
Robert Spencer

Staff Members

Dean Gurr
Amista Nielson
Kellie Sadler



2024 Financial Summary

ONE LINE BUDGET – Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	759,435	759,435
Carry Forward (Salary):	973,649	973,649
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	15,753,484	15,753,484
Locally Raised Funds:	539,921	538,451
Total Funds:	18,026,488	18,025,018
EXPENDITURE		
Salaries:	13,449,768	13,449,768
Good and Services (Cash):	2,789,077	2,100,256
Total Expenditure:	16,238,845	15,550,024
VARIANCE:	1,787,643	2,474,994



Purpose & Priorities

Moral Purpose

Gilmore College strives to provide an environment that recognises that it is through the development of positive relationships between all members of the school community, staff, students, families and external stakeholders, that we can work together to meet the unique learning potential of every student.

“We transform positive relationships into meeting the unique learning potential of every student.”



College Priorities

The College priorities for 2022 - 2025 are:

- ***Excellence in Teaching***
- ***Academic Achievement***
- ***Learning Environment***
- ***Connection with Community***

In becoming a world class educational community, where we strive for excellence, the college offers and promotes:

- ***Academic achievement and the pursuit of knowledge***
- ***Health and Physical Education***
- ***Engineering and Industry links***
- ***The Arts***
- ***Science, Technology and Innovation***
- ***Exceptional cultural programs and support for student health and well-being.***



Priority 1: Excellence in Teaching

Focus Area Description

Gilmore College is committed to developing a culture of excellence in curriculum delivery and data-driven responses through the regular review of appropriate student achievement data.

Summary

Gilmore College continued its focus on implementing a Teaching and Learning Framework that develops staff capacity to deliver exemplary teaching and opportunities for students to learn. Staff development aligns strongly with the Department of Education's Teaching and Learning framework and Teaching for Impact and will continue to be a strong focus throughout 2025 as we work towards embedding the framework across all learning areas throughout the school.

The school is committed to ensuring all teaching staff are supported in achieving their teaching goals in the classroom through the development of effective classroom management strategies (CMS). With a dedicated CMS Coordinator, staff are provided with opportunities to engage in professional learning opportunities throughout the year to improve their classroom management strategies.

In 2024, we had two staff members attend Instructional Strategies for Engagement training and one staff member commence

Conference Accreditation Training (CAT). Additionally, 12 staff members took part in a CMS Foundations workshop series during the year.

Classroom observations throughout the year assisted teachers to strengthen their instructional practise and help drive student achievement. These observations were conducted as informal walk throughs and by organised peer observations, which provided staff with valuable insights into teaching effectiveness, student engagement and classroom dynamics.

Gilmore College is continuing to enhance the quality of assessment and feedback regarding student progress and achievement in their courses. Students receive both formative and summative feedback in various formats, including verbal and written feedback in class, analytical marking keys for home, timely feedback in line with assessment policies, progress, and semester reports.

2025 will see a continued focus on developing the use of CMS and the use of Instructional Strategies for Engagement.



Priority 2: Academic Achievement

Focus Area Description

Improve achievement at Gilmore College to exceed like schools.

Summary

Year 12 WACE achievement in 2024 was comparable to the percentage of student achieving WACE in previous years. The number of students acquiring ATAR slightly less than previous years.

	WACE Achievement	
	Eligible Year 12 students	Percentage achieving WACE
2022	119	75%
2023	128	75%
2024	152	74%

	Number acquiring an ATAR	WACE Achievement	
		Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2022	13	0	0%
2023	14	1	7%
2024	11	1	9%

The number of Year 12 students completing a Certificate III in 2024 increased by 6.1%. However, the number of students completing a Certificate II decreased by 6.1%.

	Certificate I		Certificate II	
	Number	Percentage	Number	Percentage
2022	6	7.9%	69	90.8%
2023	10	13.9%	62	86.1%
2024	20	20.0%	80	80.0%

	Certificate III or higher	
	Number	Percentage
2022	6	7.9%
2023	10	13.9%
2024	20	20.0%

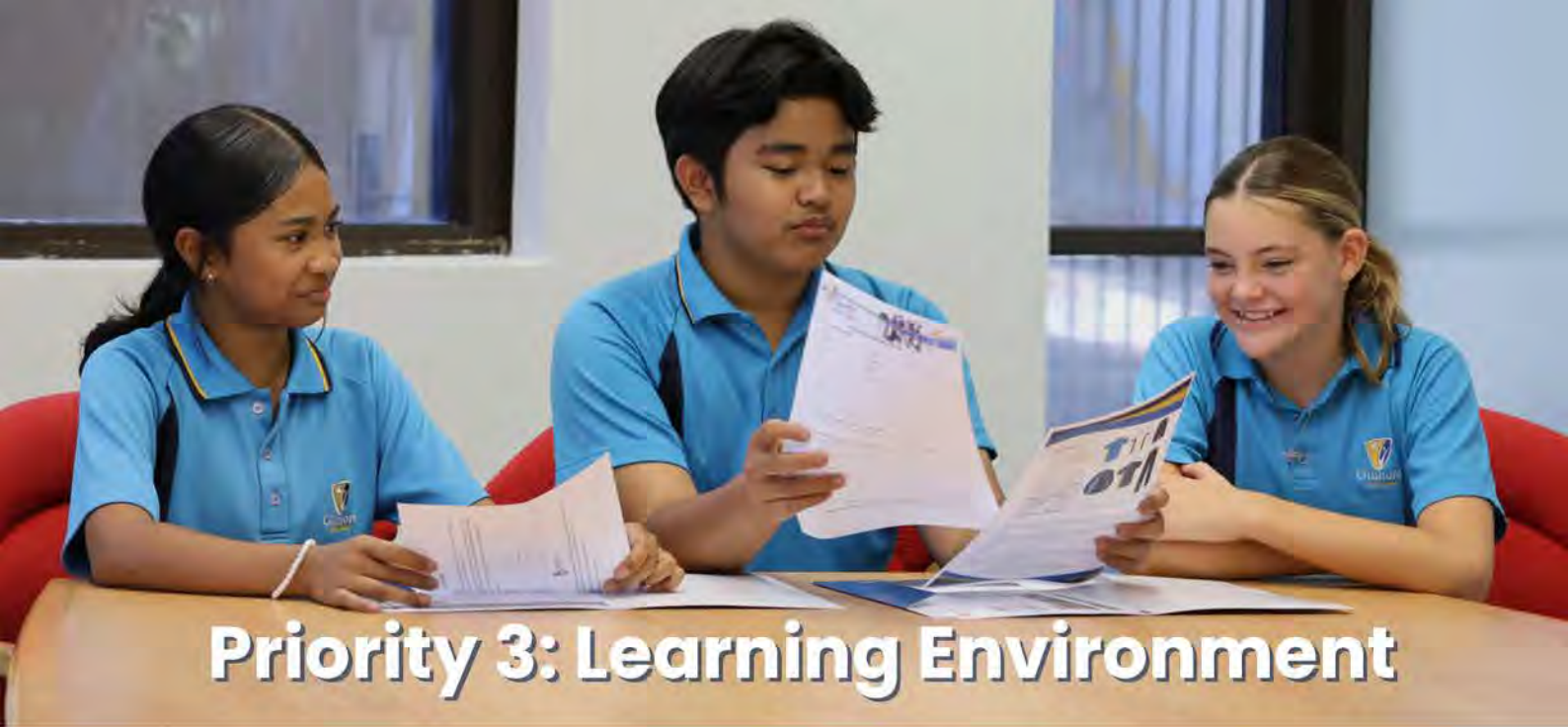
NAPLAN

NAPLAN Proficiency Band Summary for like-school percentages demonstrated across numeracy, reading and writing indicate that Gilmore College is performing slightly behind predicted progress targets. Our focus on developing improved classroom instructional strategies and refining the curriculum for Mathematics and English in 2025 will see improved results in these areas for our Year 7 and Year 9 cohort in 2026.

OLNA Achievement

The OLNA is designed to enable students to successfully meet the WACE requirement of demonstrating the minimum standard of literacy (reading and writing) and numeracy.

The percentage of students who met the expected standard across all 3 categories decreased in 2024. Gilmore College recognises that there is a need for increased numbers of Year 9 students to pre-qualify for OLNA, by achieving strong or above proficiency bands in NAPLAN. Significant work has been undertaken by the Mathematics and English Department to ensure curriculum planning for 2025 identifies and targets key skills and concepts students have not mastered.



Priority 3: Learning Environment

Focus Area

Establish a learning environment that values attendance and engagement.

Key Metrics

Learning Environment 2022 - 2024

Metric used to measure progress	Baseline performance 2020/2021	2022 Interim Target	2023 Interim Target	2024 Final Target
Overall Attendance	2020 – 73.9% 2021 – 74%	2022 – 77%	2023 – 80%	2024 – 85%
Aboriginal Attendance (Current)	2020 – 55.5% 2021 – 55.9%	2022 – 63%	2023 – 66%	2024 – 70%
Regular Attendance	2020 – 33.7% 2021 – 29.3%	2022 – 50%	2023 - >55%	2024 - >55%
Severe Attendance	2020 – 22.9% 2021 – 22.8%	2022 – 21%	2023 – 20%	2024 - <20%
Unauthorised Absences	2020 – 73.2% 2021 – 79%	2022 – 70%	2023 – 65%	2024 – 55%
Reduction in Unauthorised absences for Aboriginal students	2020 – 73.5% 2021 – 83%	2022 – 70%	2023 – 65%	2024 – 60%

Key Objectives

Increase student attendance and engagement through a relational approach that supports student learning.

Attendance is an ongoing area of focus and priority for targeted improvement at Gilmore College. As a result of our Public School Review, the Student Services team formulated a new approach to our practices for the start of the 2024 school year.

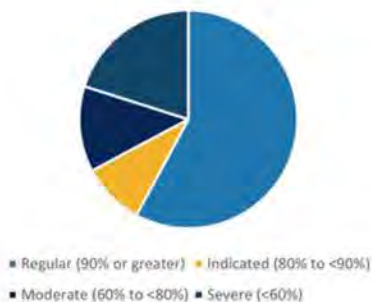
For the week prior to the start of Term 1, every member of the Student Services team made personalised phone calls to each family in order to remind students of the start of school date, check in on how the school holidays went and offer support to families who were struggling with the cost-of-living pressures of buying new uniforms and school resources. The team secured a Variety Club grant to help provide a new uniform for identified students and WA-based charity Dandelions provided 40 school bags, fully stocked with new workbooks and stationery.

These strategies – together with home visits and targeted engagement meetings brokered through external partnerships with Relationship Australia and The Smith Family – had a positive impact on our 2024 Term 1 attendance.

The below Attendance Report 2024 Semester 1 evidence the aforementioned positive impact:

Attendance Profile 2024 Semester 1 Compulsory

2024 - Semester 1 Collection



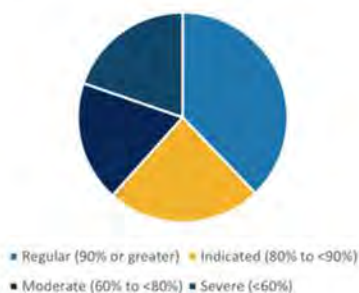
Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe
Y07	95.7%	155	9	16	5
Y08	78.3%	104	22	36	38
Y09	68.0%	84	17	18	58
Y10	75.7%	110	22	35	53
Y11	76.7%	125	22	18	56
Y12	82.7%	101	17	26	26
Compulsory	79.3%	679	109	149	236

Comparative attendance data between Term 1 2023 and Term 1 2024 (see graphs below) shows there was a positive shift of 3.6% in the 'Regular' attendance rate (90% or better), a decrease of 4.7% in the 'At Risk Indicated' attendance rate (80%- 90%) and a slight drop in the 'At Risk Moderate' attendance rate (60%-80%). Unfortunately, there was a slight increase of severe non-attenders (up by 1.6%).

The focus of improving attendance continued throughout the year with additional strategies being implemented. These strategies raised the profile of regular attendance in the Good Standing Process and in the Positive Behaviour Support (PBS) reward excursions. The implementation of 100% Attendance lunches with the Principal acknowledged the efforts of students and families.

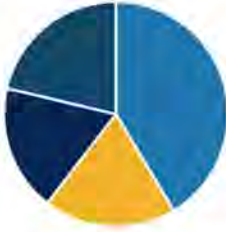
Attendance Profile 2023 Term 1 View Compulsory

2023 Term 1 View



Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	82.8%	88	55	33	24	50%	50%
Y08	79.7%	66	46	40	24	47%	53%
Y09	71.7%	71	55	47	58	34%	66%
Y10	69.8%	69	40	50	54	30%	70%
Y11	75.7%	89	46	22	45	28%	72%
Y12	75.3%	60	37	26	26	28%	72%
Compulsory	75.6%	443	279	218	231	35%	65%





● Regular (90% or greater) ● Indicated (80% to <90%)
 ● Moderate (60% to <80%) ● Severe (<60%)

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	85.7%	116	46	29	20	54%	47%
Y08	74.4%	68	45	50	41	35%	65%
Y09	71.2%	67	31	37	47	30%	70%
Y10	69.6%	75	42	46	65	29%	71%
Y11	71.6%	91	31	34	55	26%	74%
Y12	81.5%	79	34	22	27	47%	53%
Compulsory	75.4%	496	229	218	255	34%	66%

By the end of 2024, attendance data showed a slight overall improvement in the school attendance rate compared to previous years and positive improvement of attendance in Years 7, 10 and 12.

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	71.9%	80.4%
2023	71.4%	82.5%
2024	71.8%	82.2%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2022	81%	70%	69%	70%	74%	69%
2023	80%	76%	69%	65%	70%	72%
2024	81%	72%	69%	67%	67%	76%
WA Public Schools 2024	87%	83%	81%	79%	81%	82%

behaviour is learned and therefore can be taught. Students can be taught socially acceptable ways of behaving just as one would teach any academic subject. Teaching self-discipline and self-awareness employs the very same instructional concepts used to facilitate academic learning.

PBS places a major focus on prevention and the following key elements help create a safe, positive and productive learning environment.

In 2024 the Gilmore College PBS Committee focused on:

1. Explicitly linking the PBS values with the school’s Good Standing policy to ensure that students who do the right thing, each day, are acknowledged for their efforts.
2. Increasing the distribution of PBS raffle tickets to students to ensure a ‘free and frequent’ culture was revitalised.
3. Target additional resources to promoting PBS and Good standing with each cohort.
4. Developing a full PBS scope and sequence for Year 7 & 8 that is supported by 40 well researched and resourced (10 per value) lessons.

Moving into 2025, addressing issues which impact incorrect recording of attendance on Compass, unmarked class rolls and clearing unexplained absents will be a priority. Further work to address the areas identified in the 12-month Public School Review will be developed and implemented by the new incoming Student Services Deputy Principal and attendance team.

Continue to develop and implement Supportive, Organised, Aspirational and Resilient (SOAR) Positive Behaviour in Schools (PBS) values across the whole school.



The foundation of the Positive Behaviour Support (PBS) philosophy is that positive social

To be more culturally responsive and develop Aboriginal perspectives across the curriculum, in line with the Aboriginal Cultural Standards Framework (ACSF), to increase engagement of Aboriginal students.

Throughout 2024, we continued to focus on developing a culturally responsive curriculum across all areas of the school. A Community of Practice (COP) was established to lead and support staff to actively embed Aboriginal perspectives into various subjects, ensuring that all our students encounter Indigenous knowledge, histories and cultural practices throughout their learning journey.

In 2024, Gilmore College continued to champion several targeted programs to empower Aboriginal and Torres Strait Islander students and create a sense of belonging:

- **Follow the Dream:** This initiative provides academic support, mentoring and pathways to tertiary education for Aboriginal students. It encourages them to dream big and pursue their aspirations.
- **Clontarf Academy:** Focused on young Aboriginal men, this program combines sports, leadership development and cultural activities. It instils discipline, resilience and pride in cultural identity.
- **STARS Foundation:** Tailored for Aboriginal girls, this program emphasizes leadership, self-esteem and cultural connectedness. It celebrates their unique strengths and encourages them to thrive academically and personally.
- **Aboriginal School-Based Traineeships:** By offering traineeships within the school environment, students gain practical skills while maintaining cultural connections. These traineeships foster career pathways and build confidence.

These programs not only enhance academic outcomes but also nurture cultural resilience, self-worth and a strong sense of community among Aboriginal students. They contribute significantly to increasing engagement and fostering positive relationships between the school and Aboriginal families

and communities. 2024 saw our school community celebrate the success of Mrs Isobel Bevis, Program Coordinator for Aboriginal and Torres Strait Islander Education. A proud Wilman, Ballardong Noongar woman and author, Mrs Bevis won the Picture Fiction category at the Wilderness Society's Karajia Award for Children's Literature. Her book *Nedingar: Ancestors*, illustrated by Wudjari and Goreng Noongar woman Leanne Zilm, celebrates the beauty of Country and family and is now a part of our library collection.

To develop strong processes to support mental health and well-being for both staff and students.

No matter the role, staff in secondary schools regularly have to juggle many competing demands. As a result, they can easily put other people's mental health and wellbeing needs ahead of their own. For the benefit of the whole school community, it's important that staff take the time to prioritise their own mental health and wellbeing.

Over the course of 2024, the Health and Wellbeing Community of Practice (COP) worked to develop strong processes to support mental health and well-being for staff. Led from the front by our Principal Dean Gurr and supported by the work with Luke George, a leader in educational wellbeing and school culture, the team embraced key strategies to embed effective wellbeing practices that improve mental health and life balance. Over 2024 the Staff Wellbeing COP, in conjunction with the Student Services Team, coordinated the following activities to support, raise and improve staff wellbeing:

- staff breakfast for R U OK
- weekly wellbeing newsletter emailed to all staff
- tea, coffee and milk provided for all departments.

- activities to celebrate International Women’s Day, with invited staff to attend the DoE International Women’s Day breakfast at Optus Stadium
- acknowledgement activities for World Teachers Day
- student gratitude film developed by our Media and Marketing specialist Mila Wade
- morning teas organised to recognise Learning Area achievements
- staff workshops with Luke George
- payment for a whole-staff fortnightly subscription to the *By George* Wellbeing Newsletter
- team building activities during school development days
- implementation of the staff pilot program “Navigate” by Youth Opportunities.

The Student Services team and staff of Gilmore College have a strong, unwavering focus on student well-being and mental health. This is evident through the large number and variety of thoughtful initiatives delivered throughout 2024. Below is the extensive list of the positive and impactful activities and practices that are led by the dedicated Student Services team, all of which have contributed to fostering a positive and supportive environment in 2024:

- phone calls to families regarding back to school in 2024
- census and attendance support
- lunchtime activities for Year 7 students
- Student Council activities to develop student's voice
- Pat Cronin Foundation workshops
- Maori and Pacific Islander Program (MAPI)
- Martial Arts Against Bullying
- Respectful Relationships
- Love Bites
- working with the Smith Family to extend support for families
- 8 days of orientation for Year 7 students
- Year 7 Power Up Personal Leadership program
- PBS raffles and gift cards

- silent disco reward activities
- welcome back assembly
- Arclight 2.1 with the City of Kwinana
- International Mother Language Day
- colour run
- 100% attendance lunches
- advanced good standing activities
- Harmony Week
- ABCN (Australian Business Community Network) Year 8 and 9 Emerging Leaders and Future Thinkers excursion
- Year 7 end of term reward excursions
- Year 7 end of term reward excursions
- Year 9 end of term reward excursions
- Year 10 river cruise
- boys’ gym club
- lunch time soccer club
- Renavigating Anger & Guilty Emotions (RAGE) program
- Easter end of term treats (easter eggs)
- ANZAC assembly
- Kwinana City ANZAC ceremony
- Stephen Michael Foundation leadership program
- Year 11 and 12 School Ball
- Youth Opportunities Year 9 Accelerate Program
- Reconciliation Week
- Men’s Health Week
- Man Up
- Term 3 whole school assembly
- Year 6 transition Power Up program
- Year 6 transition primary meetings
- Bullying No Way workshops
- ESafety parent workshops
- Wear It Purple day
- RUOK day - whole school and staff events
- World Teacher’s Day
- Year 12 farewell breakfast and assembly
- Valedictory
- Remembrance Day: whole school event and Kwinana SRL
- scholarship assembly
- Year 6 transition days
- 16 Days of WA: elimination of violence against women
- last day of term, end of day treat.



Priority 4: Connection with Community

Focus Area Description

Work in partnership with key stakeholders to enhance the school image and deliver outcomes that reflect community needs.

Educational Partnerships

Kwinana Federation of Schools (KFED)

KFED was established as a local Network that supported the needs of Gilmore College and the seven original partner primary schools. The main purpose is to maintain clear communication and support structures between the schools to ensure best outcomes for students. This network has now grown to one secondary and 8 primary schools, with another primary school due in 2026.

Due to schools working much closer within this network, we have seen traditional enrolment numbers grow to an average intake of 200 local students per year over the last seven years, with 199 year 7 enrolments in 2024. We now maintain more than 90% of our enrolments from within the local area schools.

South Metropolitan TAFE

South Metro TAFE is integral to the delivery of the major VET pathway options available at Gilmore College. Their involvement in the Gilmore Electrical and Metals (GEM) program,

Process Plant Operations (PPO) program, and Certificate III Fitness program, is vital in establishing pathways to careers and university post-secondary school.

Industry Partnerships

Gilmore College is well situated to the Kwinana Industrial strip and has maximised opportunities to establish partnerships with major industry groups in our local area.

The PTC Steering Committee and Partnership Agreement

This arrangement involves many major industry and educational providers including:

- Honeywell
- ERGT
- Alcoa
- Tronox
- Kleenheat
- Chevron
- Mineral Resources; and
- South Metropolitan TAFE/ACEPT.

These providers maintain educational opportunities, resources and influences on career education, employment opportunities, strategic development of programs and further study options for students at Gilmore College.

Synergy

A partnership with Synergy was secured with the involvement in the Virtual Power Plant (VPP) project and the location of the 'big battery' on Gilmore College grounds. This project is closely aligned with the provision of a 1.5 million-dollar investment by the Department of Education in establishing a STEM centre at Gilmore College in 2025.

Community Partnerships

College Board

The Gilmore College Board has been a source of increasing parent and community engagement. They have supported the school's Business Plan linked initiatives, and student representatives have been confident in providing feedback on issues of concern to the student body. It has been a solid, reasonably consistent school board, with new members chosen with strong community connections and high levels of parental involvement.

Old Flames Alumni Association

The Kwinana Senior High School/ Gilmore College Alumni Association "Old Flames" recognises the enormous value that mentorship, coaching and scholarship support from former students can give to the students of today. In 2024 the Old Flames provided \$15,000 in scholarships to Gilmore College students, and since its foundation in 2018, \$100,000 has been provided to the College and its students.

Kwinana Industries Council (KIC)

The KIC Education Partnership was established in 2011 to build and strengthen relationships, implement projects and improve the connection between Kwinana industries and regional education providers. Gilmore College has regular student participation in KIC Education Development Programs, designed to show students the sorts of careers that are available in industry.

Other Community and External Partnerships

Gilmore College maintains close working relationships with a number of other community organisations, including but not restricted to the following:

- City of Kwinana (Arclight Program)
- Zone Youth Space
- Kwinana Rotary
- The Smith Family
- Murdoch University Volleyball Club
- Polly Farmer Foundation (Follow the Dream)
- Clontarf Foundation
- Stars Foundation
- Koya Aboriginal Corporation
- Koorlinny Arts Centre
- Moorditj Koort
- YouthCare
- Kwinana Police



2024 Old Flames Hall of Fame recipient Wendy Taylor.



Special Programs

Vocational Education and Training (VET)

PACT

The Peron Alliance of Curriculum and Teaching (PACT) is an initiative that ensures Gilmore College can offer a full range of courses in partnership with other schools in the Kwinana/Rockingham area. In 2024, 4 of our Year 12 students were able to complete the Certificate IV in Preparation for Health and Nursing Studies at Rockingham Senior High School. The PACT maintains staff leadership networks in the areas of the Principalship, Deputy Principals, Student Services Managers and VET Coordinators.

Process Plant Operations (PPO)

In 2024, 2 cohorts of Year 12 students completed a Certificate II Process Plant Operations in the Peron Trade Training Centre (PTTC). The 4 groups who completed their qualifications included 2 groups from Gilmore College and a further 2 groups made up of students from other local public and private high schools.

This program not only allows students to directly enter the workforce through trainee-ships but is an alternative entry to university. Students have been highly successful in gaining entry to Curtin College to complete a bridging course which allows them to enter their second

year of an engineering pathway at university. The coordination of the centre rests with Gilmore College and South Metropolitan TAFE provides the lecturers and technical expertise to keep the centre maintained and operational. A school-based steering committee with representatives from TAFE, industry, employers and the school set the direction of the centre's offerings based on industry and employer requirements.

Gilmore Electrical and Metals (GEM)

This double Certificate II program has seen students graduate in 2024 with two Certificates – Certificate II Electrotech and Certificate II Engineering. The GEM program is proving to be highly successful with students gaining electrical apprenticeships without having to go to TAFE for extra training. This also includes uptake into mechanical fitting, fabrication and heavy diesel areas.

3 cohorts of students, one from Gilmore College and 2 made up from students at other local public and private high schools, commenced their training in the Certificate II Electrotechnology in cooperation with the Process Engineering centre for Excellence and South Metro TAFE. They will continue through SM TAFE Rockingham in 2025 to complete their Certificate II in Engineering – Metals.

Gilmore Hospitality

The Certificate II in Hospitality is delivered at Gilmore College through an auspicing arrangement with Hospitality Group Training (HGT). These students leave Gilmore College with essential skills necessary to continue training in the hospitality field or enter traineeships. Students are involved in catering functions throughout the year, gaining valuable experience to place on resumes and also gain part time work while at school.

Gilmore Building and Construction

With the Building industry picking up momentum, students completing the Certificate II in General Construction are well placed to secure apprenticeships. The students participate in workplace learning blocks allowing employers to 'try before they buy' with some students not returning to school as they are offered apprenticeships. The program is delivered on-site at Gilmore College by Construction OnSite Training. These employment outcomes remain firmly entrenched as a major KPI for the success of the program.

VET Highlights and Key Events

Gilmore College has built significant industry partners that continue to grow with the Peron Trade Training Centre (PTTC) getting more recognition as a talent pool for Industry. The Centre now hosts classes in PPO (4) and Electrotech (3) every day of the week, a full house. In 2025, we will see further growth with the introduction of a Certificate III Aviation Remote Pilot (Drones). The certificates are delivered in conjunction with SM TAFE and a private Registered Training Organisation (RTO).

The VET highlights and key events for 2024 included:

- Emergency Response Training (ERGT) Australia fully funded safety training for our Process Plant Operations Students.

- Crushing Services International/Mineral Resources Limited donated toolboxes to all GEM students.
- Tronox provided a grant to purchase 3D printers for the Peron Trade Training Centre.
- Key sponsors and partners were invited to our annual Recognition Day where they witnessed our new PPO and GEM students being welcomed into the programs and our Year 12 students graduating. Catering was done by our Year 11 Hospitality students as part of their Certificate II training.
- Gilmore College hosted the regional WorldSkills competition for Electrotechnology for the first time in the PTTC. Gilmore College student Riley M won the gold medal in this prestigious competition.
- Gilmore College student James F won gold in the Regional Metals and Engineering WorldSkills competition held at South Metropolitan TAFE in Rockingham.
- Gilmore students James F and Riley M will compete at the National WorldSkills Competition in June 2025 in Brisbane.



Hospitality students at the 2024 Valedictory

Volleyball

In 2024, the Gilmore College Volleyball Program continued to maintain its focus on excellence and added a focus on community relations and partnerships. Through our excellence program, we were delighted to see students and staff recognised for significant achievements in the sport. We had 9 students trialling for the Volleyball WA State Youth Teams, of which 2 were selected. Alejandra B and Marielle B (Class of '26) were selected to compete in the State Under 16 Girls' Team at the Australian Youth Volleyball Championships, where they won silver after an almost undefeated run through the division rounds. Crystal G and Dave R (Class of '24) attained their state level referee accreditations, and Crystal went on to assist at the Australian Volleyball Schools Cup. Staff member Carly Walters coached in the Australian Junior Volleyball Championships and Australian Volleyball Super League (both national tournaments) and went on to win the WA Coach of the Year Award, along with a Volleyball WA Order of Merit and Services to Coaching recognition. Staff member Ryan Gonsalves was selected along with student Caide L (Class of '25) to help referee the Australian Volleyball Super League while it was in Perth. Students Marielle B and Jayden Y (Class of '26) were also given the Most Valuable Player of the tournament award for the VWA Schools Cup in Term 3.



In 2024, we were pleased to deliver our Endorsed Program packages for the first time, enabling 3 students who successfully comple-

ted these packages to attain multiple -C grades towards their WACE attainment. In collaboration with the School Curriculum and Standards Authority and a number of schools, we have developed two programs:

- 1. The Recreational Pursuits Endorsed Program:** Recognises students for the significant learning undergone in participating in community level activities and grants one -C grade per 55 hours completed with an accompanying portfolio of evidence.
- 2. The Elite Sports Performance Endorsed Program:** Recognises students for the significant learning undergone in participating in National level sports activities and grants two -C grades per 110 hours completed with an accompanying portfolio of evidence per competition.

Beyond the individual achievements of members of our program, we had 9 occasions this year in which our teams achieved podium finishes, with 3 gold medals and 4 silver.



This was despite a significant increase in the quality of competition this year, making these some of the most hard-won victories we've had in a couple of years. We entered 4 teams in the Murdoch-Apex Cup in Term 1, 4 teams in the WA Volleyball Junior League in Term 2 and 3, 13 teams in the School Sport WA Cup in Term 2, 13 teams in the Volleyball WA Schools Cup in Term 3 and 3 teams in the Reds Youth Volleyball League in Term 4, as well as a team of referees at each competition. In terms of

partnerships and community engagement, we fostered new relationships with Perth Reds Volleyball Association and Apex Volleyball Club and are looking to expand those ties to other clubs in our local community. This will support our aspirant Volleyballers to find highly competitive places to play that will develop them on state Volleyball pathways and more. We are particularly excited about our plans to form a school-level association with Reds in 2025 while looking towards getting their assistance to bring a greater Volleyball presence into the local Kwinana community over the next several years. We have continued our ties with the Zone Youth Space and City of Kwinana and are delighted to have assisted them with preparing the 'Upskill Your Way' program, which will be delivered in 2025. Through this program, the City of Kwinana will provide Volleyball students free training for their Referee and Coaching State Accreditations next year. Referee and coaching opportunities are an exceptionally valuable thing for students at the College as they provide opportunities to develop leadership acumen, communication skills and self-confidence, essential for decision-making on the sporting field and highly transferable to the rest of their lives.

Leading into 2025, we are excited to continue to develop our community relationships to ensure that the impact of our Volleyball Program continues to be felt by the students long after graduation and contributes strongly to the local community by instilling our values of sportsmanship, leadership, integrity and connection before, during and after students join us at the College. We are also delighted to be planning to return to the Gold Coast in December 2025 for the Australian Volleyball Schools Cup with our 1st Boys and 1st Girls teams. Lastly, we will bring a greater focus on continuity by working with the City of Kwinana to upskill former students to volunteer as coaches and assistant staff so that Volleyball students can take a greater ownership of the program and its direction into the future.



Robotics

The Gilmore College Robotics Club has had an extraordinary 2024, achieving remarkable milestones in community outreach, competition success and membership growth while championing inclusivity and diversity in Science, Technology, Engineering and Mathematics (STEM).

Starting with 15 members, the club delved into coding Spike Prime, EV3 robots and drones and programming languages like Scratch and Python. By the end of Term 1, the team donated 10 EV3 robots to Orelia Primary School and taught students how to code. This outreach was celebrated on Orelia PS's Facebook page, establishing a strong foundation for future collaboration.

In Term 2, the team returned to Orelia Primary School during Science Week to present their 'Mission to Mars' project. This project featured a dynamic PowerPoint presentation and live demonstrations of robots and drones performing 'Mars' mission scenarios. Inspired by this effort, Orelia PS proudly launched its own STEM Club, amplifying the impact of Gilmore's mentorship.

Building on this momentum, the club showcased their expertise at the 'WA It Takes a Spark STEM Conference' at Peter Carnley Anglican School. Attended by over 30 schools and 500 students, the Gilmore team presented their 'Mission to Mars' workshop to an audience of 25 students from various colleges, gaining valuable insights into cutting-edge STEM technologies.

Adding an international dimension to their activities, the club hosted 20 Japanese students in Term 3. With the help of an English translator, the visitors enthusiastically learned to code Spike Prime robots and drones using Python alongside Gilmore students, fostering cross-cultural collaboration and showcasing the global appeal of STEM education.

The year culminated in several successes, including an impressive Year 6 Transition event where engaging demonstrations attracted 30 prospective members for 2025. The club also participated in the FIRST Lego League Regional Competition at Forrestfield Sports College, earning the prestigious 'Engineering Excellence Award' for its innovative robot design, coding and project presentation.



Simultaneously, Gilmore College piloted the Year 10 Mechatronics & Drones STEM class. Students explored drone coding, aerial photography and video production, creating projects like the 'Gilmore College Sports Festival 2024' and a fictional 'New College Cafeteria' video.

As we look towards 2025, the STEM Club anticipates even more significant accomplishments, supported by newly built STEM facilities, advanced equipment like 3D printers and AI-integrated tools. These resources position Gilmore College as a leader in STEM education, inspiring future innovators.

Academic Extension Program

The Gilmore College Academic Extension Program (AEP) is dedicated to nurturing the growth and skills of students who exhibit exceptional aptitude and talent across various learning domains.

By delivering a rigorous and stimulating curriculum, the AEP addresses each student's unique abilities through enrichment and extension activities.

In 2024, the Mathematics, English, Science and Humanities Learning Areas concentrated on enhancing students' readiness for assessments. To achieve this, educators revamped test formats and introduced more frequent, targeted assessments. This approach enabled teachers to consistently provide valuable, specific feedback to students.

To further enrich students' learning experiences, the staff organised curriculum-focused excursions and incursions. Additionally, students engaged in academic competitions, and the AEP classes benefited from advanced resources meticulously selected by the teaching team.



Aboriginal Education

The Aboriginal Education team celebrated new partnerships and achievements throughout the year while continuing to support students, families and the community. A highlight was seeing Aboriginal & Torres Strait Islander girls perform their first public dance under the guidance of community member Marie Walley, joined on stage by the boys with Tim Kelly.

A key milestone for 2024 was the launch of the Stars program at Gilmore College. Joining the team and newly appointed Stars staff were Cynthia Cross, Program Coordinator, and Nikki Naylor, Program Mentor. Similarly to Clontarf Academy for boys, the program has provided Aboriginal and Torres Strait Islander girls with pastoral care, cultural education and academic support.



Through a new partnership with Anglicare WA and Moorditj Koort, Year 8 students had the opportunity to design Aboriginal artwork for bags filled with hygiene and wellness products.

In 2025, students will help fill the bags and assist Anglicare WA in distributing them to community members facing financial hardship or homelessness. All participants received a gift voucher, while two winning designs were awarded a \$100 voucher and are now featured on the hygiene bags (see photos below).

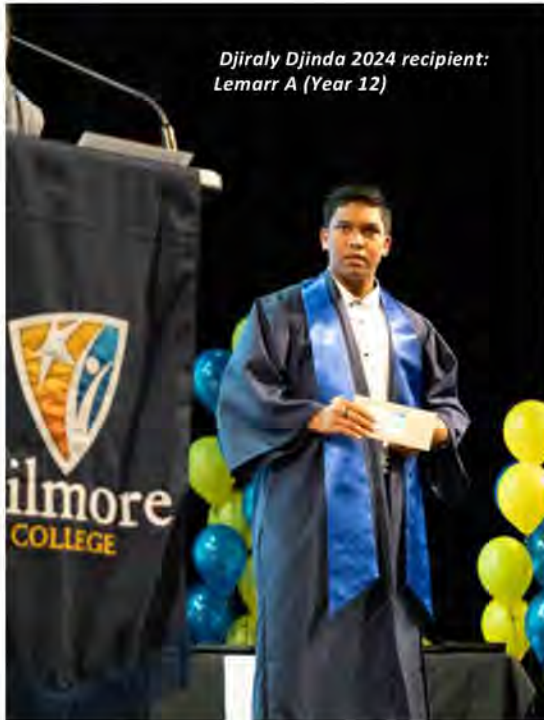


We continue to have success with Aboriginal & Torres Strait Islander students completing an Aboriginal School Based Traineeship (ASBT) gaining Certificate II in their chosen fields. Congratulations to the students who have secured employment through their ASBT.

After community consultation throughout the year, we officially named the Year 12 Aboriginal and Torres Strait Islander top student award, presented at the Year 12 Valedictory ceremony. The award is now called Djiraly Djinda, meaning North Star and symbolizing guidance, navigation and direction.

When lost, this star provides a path forward; when seeking purpose, it offers clarity. The recipient of the Djiraly Djinda award was encouraged to find their own North Star – pursuing their purpose with strength, passion and integrity. We look forward to celebrating future winners as they navigate their journeys.

The Aboriginal Education team worked diligently to ensure culture and community engagement remained a highlight in 2024, with Gilmore College students actively participating in numerous Aboriginal-led community events. We sincerely thank organisations, agencies and community members for working alongside our team and students; we look forward to 2025.



Gilmore Clontarf Academy

The Gilmore Clontarf Academy retains 3 staff who have been with the program for 2, 3 and 5 years. Staff continuity has been vital to the success of the program over the last 18 months. Clontarf is a life-skills, school engagement and employment program for young Indigenous boys who are enrolled at Gilmore College.

It focuses on morning pickups, early morning trainings, after-school activities and camps. Additionally, a vibrant academy room acts as a safe space for all 66 boys enrolled in the program.



Gilmore Clontarf Academy's core targets are 80% of average attendance, a camp available to each boy each term and the obtaining of work-ready documents for senior school students. Upon graduation, the Clontarf Employment division aims to place all boys in suitable employment and continues to support them in life beyond school. In 2023, we finally achieved our average attendance of 80% for the year; 2024 was equally strong, having reached an attendance of 81%. Additionally, more than 60% of students have participated in a camp each term. Training and after-school activity numbers also remained strong throughout 2024, with 25 boys regularly attending morning training twice a week.

Highlights for the year include a significant reduction in suspensions. In previous years, we could often see 10+ suspensions each term across our Clontarf cohort. However, this year, we have averaged just 2 suspensions per term. Other things to celebrate are the Year 8/9 camp to Albany in Term 1, our Employment Forum camp to Bunbury in Term 3 and our Clontarf Cup camp in Term 1 – which saw 21 boys travel to Rottnest Island for an overnight stay – followed by the Clontarf Cup football carnival on Langley Park in Perth City.

In 2024, we had 6 Year 12 students firmly engaged in education and all of them attended the Year 12 major trip to Sydney and Blue Mountains in late October. We are very proud of our graduated students, who we celebrated at our 2024 Annual Awards night in front of families, school staff, community members and Clontarf partners.



Stars Foundation

In 2024, Gilmore College welcomed the Stars Foundation to help support and guide their Indigenous female students. The program runs sessions each week for Years 7-12 students, focused on 4 main pillars, which include:

- healthy lifestyles
- wellbeing
- community, culture and leadership
- education, training and employment.

The year started with 27 girls and by Term 4 we had 46 Indigenous girls enrolled in the program.

Over the year, students forged wonderful friendships and connections with the program coordinator, mentor and classmates. We saw students' personalities grow and flourish.

Among the 2024 highlights, we had the many camps and excursions and the trip to Kalgoorlie in Term 2 for a netball camp, where the girls experienced eating honey ants for the first time. In Term 3, the girls travelled to Busselton and came out of their comfort zone for a basketball camp, which saw Gilmore students winning all their games.



The biggest highlight included 2 of our 12 students travelling to Sydney for the end of year reward camp. This was the students' first time ever on a plane and the first time away from family. The girls made some precious memories and had a great time.

We are hoping 2025 will be an even better year with lots of experiences and memories created.



Follow the Dream

1. School Attendance

(% - Entire cohort average) - 36 students (Gilmore College)

T1	T2	T3	T4
87%	85%	84%	84%

2. FTD Enrichment Centre Attendance

Program participation data (2024).

Number of tuition hours attended by students in the program throughout the year.

Year	TERM 1		TERM 2	
	Male	Female	Male	Female
7	10	28	24	14
8	38	40	37	48
9	18	18	9	8
10	18	18	26	28
11	4	32	11	34
12	18	30	16	50
Total	106hrs	166hrs	123hrs	182hrs

Year	TERM 3		TERM 4		Total
	Male	Female	Male	Female	
7	24	34	24	14	172hrs
8	38	26	29	13	269hrs
9	15	12	14	6	100hrs
10	25	20	18	16	169hrs
11	12	33	6	16	148hrs
12	13	36	n/a	n/a	163hrs
Total	127hrs	161hrs	91hrs	65hrs	1021hrs

Total number of student tutoring hours: 1021.

Conclusions

- Good spread of tutoring hours across the year groups.
- Female students more engaged in FTD. This is the norm across all other FTD sites across Australia.

- Would be good to engage our current Year 9 FTD students more next year, when they are in Year 10.

3. NAPLAN & OLNA

(% - Entire cohort average) - 36 students (Gilmore College)

Please note: NAPLAN reporting has moved away from bands to terminology reflecting academic progression, such as: Needs additional support, Developing, Strong or Exceeding.

NAPLAN - Year 7 and Year 9 FTD students

NAPLAN	Reading	Writing	Spelling
Year 7 (based on 2024 NAPLAN results).	2 out of 13 (33%) FTD students need additional academic support.	1 out of 6 (17%) FTD students need additional academic support.	2 out of 6 (33%) FTD students need additional academic support.
Year 8 (based on 2023 NAPLAN results).	2 out of 5 (40%) FTD students are expected to pre-qualify for reading OLNA.	3 out of 5 (60%) FTD students are expected to pre-qualify for Writing OLNA.	4 out of 5 (80%) FTD students have strong or exceeding progress for spelling form Year 5-7.
Year 9 (based on 2024 NAPLAN results).	2 out of 5 (40%) FTD students have strong progress in reading from Year 7-9.	0 out of 5 (0%) FTD students have strong progress in Writing from Year 7-9.	4 out of 5 (80%) FTD students have strong progress in Spelling from Year 7-9.

NAPLAN	Grammar & Punctuation	Numeracy
Year 7 (based on 2024 NAPLAN results).	2 out of 6 (33%) FTD students need additional academic support.	2 out of 6 (33%) FTD students need additional academic support.
Year 8 (based on 2023 NAPLAN results).	4 out of 5 (80%) FTD students have strong or exceeding progress for G&P from Year 5-7.	3 out of 5 (60%) FTD students are expected to pre-qualify for Numeracy OLNA.
Year 9 (based on 2024 NAPLAN results).	1 out of 5 (20%) FTD students have strong progress in G&P from Year 7-9.	1 out of 5 (20%) FTD students have pre-qualified for Numeracy OLNA. 3 out of 5 (60%) FTD students have strong progress in Numeracy from Year 7-9.

Intervention

- **Year 7-9 FTD students:** continue undertaking spelling activities, silent reading, grammar and punctuation, reading for comprehension, writing and continue practicing times tables within FTD enrichment sessions.
- **Year 7-12 FTD students:** identify and implement strategies for academic progress on each of FTD students Individual Education Plans.
- **Current Year 9 FTD students** will need to focus on writings skills as Year 10 FTD students in 2025.

OLNA - Year 10-12 FTD students (2024)

OLNA	Reading	Writing	Numeracy
Year 10 (8 students)	100%	88%	88%
Year 11 (6 students)	100%	100%	83%
Year 12 (6 students)	100%	100%	83%

Intervention

- One Year 10 FTD student to focus on writing and numeracy as a Year 11 student at our FTD enrichment sessions in 2025.
- One Year 11 FTD student to focus on numeracy as a Year 12 student at our FTD enrichment sessions in 2025.

4. School Grades

Year 11 and 12 FTD students achieved great academic results in 2024, with 48% of students scoring A and B grades in Semester 1 and 42% of students in Semester 2, respectively. However, D and E grades stood at 6% in both Semesters 1 and 2.

Our goal for 2025 will involve working towards improving school grades in Year 7-10 FTD students. In Semester 1 of 2024, D and E grades

for this cohort stood at 19% and 18% for Semester 2.

5. FTD Staff

Sixteen staff members (teachers, Head of Learning Areas, AIEOS, Youth Workers and Education Assistants) have made themselves available to tutor in FTD this year. Out of these 16 members, 12 tutor regularly (at least once a week).

6. Events/ Activities

The following list outlines the excursions, incursions, events and opportunities that FTD students and staff have participated from Term 1 to 4.

- Clontarf Visit - Hon Madeleine King MP
- Clontarf Cup Camp
- Gilmore College Street Art Festival
- Senior School Australian Defence Force Presentation (incursion)
- Good Standing Excursions (Years 8 and 9)
- Kwinana Youth Forum
- Year 10 AFL and Years 8 and 9 Basketball Lightning Carnivals
- Year 12 Clontarf Camp
- Leadership, Youth Respect in Kwinana (LYRiK) Scholarships
- School Sport Western Australia (SSWA) Basketball
- Murdoch-Apex Volleyball Cup
- Intergenerational bush walk
- Industry Excursion - Year 12 Building & Construction
- Year 12 Abseiling Camp
- HMAS Stirling Garden Island – Try a Trade
- Labyrinth tessellation tile art collaboration
- Youth Civics Leadership Day for Aboriginal Youth
- Sorry Day – Aboriginal Community Event
- UWA Indigenous Schools Cup – Year 10 and 11.

- STARS Kalgoorlie Netball Camp – Years 7-10
- FTD Combined Cultural Camp
- Yirra Yaakin – Sista Girl Play
- WA Mining STEM Club Incursion
- City of Kwinana LYRiK Awards 2024
- Indigenous Australian Engineering School
- WA Youth Awards – nomination for the Parkerville Children and Youth Care Creative Contribution Award
- Year 12 Valedictory
- University of Western Australia (UWA) – Year 8 Science Discovery Day
- Gilmore College Process Plant Operations (PPO) and Electrical & Metals Program (GEM) Recognition Day
- Curtin University Indigenous Futures High School Challenge
- FTD Coordinators Conference
- Follow the Dream Awards

7. Follow the Dream Successes: Scholarships, Nominations and Programs.

Scholarship Nominations

Two of our FTD students from Year 11 and Year 12 were nominated and subsequently awarded a 2024 City of Kwinana scholarship. Both students received a \$1000 scholarship after working with mentors to strengthen their education and employment goals.

LYRiK Award Nominations

2024 saw the highest number of LYRiK nominations ever, with over 140. Five FTD students were nominated for the 2024 City of Kwinana LYRiK Awards in numerous categories (Achievement in Career or Education Progression Award, Community Inspiration Award & Leadership Award). One of our Year 7 FTD Students (Ethan E) was announced winner of the Achievement in Career/Education Progression Award.



Ethan E showcasing his award with FTD Coordinator Dave Smith.

Curtin University - Indigenous Australian Engineering School

Four of our FTD students were selected and attended the Curtin University Indigenous Australian Engineering School that was held during the July school holidays. Only about 30 students are selected from across WA to be part of this program each year; it is an exciting week to help students discover how amazing engineering really is. Students met with engineers and had the opportunity to design work and participate in hands-on tasks that develop engineering skills, including attending various industry sites.



Our Year 10-12 FTD Curtin University Indigenous Australian Engineering School graduating students.

Youth Civics Leadership Day for Aboriginal Youth

Three of our FTD students were selected to attend a 1-day leadership and civics event in Perth: The Youth Civics Leadership Day (YCLD) for Aboriginal youth. Our students met with the Chief Justice of Western Australia – the Hon. Justice Peter Quinlan – Hon. Justice Michael Lundberg, Hon. Justice David MacLean and Aboriginal Elder Uncle Ben Taylor.



This event was arranged to celebrate student achievements within the FTD Kwinana primary STEM, Gilmore College FTD and secondary school FTD Outreach programs. We had over 130 people in attendance and have since received some great feedback from students, families and staff who attended.



Year 12 Graduation

This was a great night celebrating our Year 12 Follow the Dream students graduating from Gilmore College. One of our Year 12 FTD students was awarded the Top Outdoor Education Student and the top Aboriginal Education Student award.



Some of our Year 12 graduating students are now PFF Alumni.



Follow the Dream Awards Night

Our inaugural Follow the Dream Awards night was held on Tuesday the 3rd of December.

8. Goals for 2025

- Improve student tutoring engagement at Gilmore College.
- Continue supporting the Polly Farmer Foundation, Follow the Dream Support and Liaison Officer and the Year 7 FTD secondary school Outreach Program at Rockingham SHS, Safety Bay SHS, Warnbro CHS, Baldvis SC and Ridge View SC.
- Continue supporting the Polly Farmer Foundation primary school STEM Coordinator based at Gilmore College.



Scholarships

Valedictory

KSHS Gilmore College Alumni VET Scholarship:
Ryan Langeard

KSHS Gilmore College Alumni ATAR Scholarship:
Jeannine Nimbona

Old Flames Alumni Scholarship Program (Sponsored by Alcoa)

Year 11 Sustainability Scholarship
Tyler Kelly

Year 11 Creative Arts Scholarship
Rheanna Barton

Year 11 Hospitality Scholarship (VET)
Kimberly Spencer

Year 11 Building & Construction Scholarship (VET)
Dominic Semper

Rotary/Valk Scholarships

Year 12 Sustainability Scholarship
Jacob Funneman

Year 12 Creative Arts Scholarship
Luke Hughes

Year 12 Hospitality Scholarship (VET)
Donna Saulsman

Year 12 Building & Construction Scholarship (VET)
Daniel Russell

VET Program Assistance

Kyza Fisher, Cohan Hughes D'Aeth, Harold Parsons, Kingston Kaka, Kaiden Kent, Max Schmidt, Kynan Abraham

Kiah Rignall Memorial Scholarship

Grace Barnes & Angel Shaye Drury

Valedictory Awards

Subject Awards

Dance General
Visual Arts General
Certificate II Creative Industries Media
Certificate II Visual Art
Music General
English (ATAR)
English (General)
Literature (General)
Business Management & Enterprise (General)
Career and Enterprise (General)
Career and Enterprise (ATAR)
Modern History (General)
Modern History (ATAR)
Aboriginal and Intercultural Studies (General)
Mathematics Application (ATAR)
Mathematics Essentials (General)
Human Biology (ATAR)
Human Biology (General)
Psychology (General)
Chemistry (General)
Integrated Science (General)
Integrated Science (ATAR)
Health Studies (General)
Outdoor Education (General)
Physical Education Studies (General)
Applied Information Technology (General)
Certificate III Information Technology
Certificate II Hospitality
Certificate II Workplace Skills
Food Science and Technology (General)
Children, Family and Community (General)
Materials Design & Technology Metals
Materials Design & Technology Wood
Certificate II General Building & Construction
Workplace Learning

Steffi Espinola
Niccah Mae Abu / Armea Heart Ignacio
Zyren Cayetano
Niccah Mae Abu
Rebecca McKeown
Joy Sumilang
Luke Hughes
Declan Bothma-Combley
Vinson Paul Sayson
Alexandra Psaila
Joy Sumilang
Kayleisha Crocker
Joy Sumilang
Avrine Arevalo
Vinson Paul Sayson
Chloe Tapper
Yassah Beyan
Angus Hutchison
Akshita Tandon
Justin Oliver
Aymeelyea Kamarosdi
Joy Sumilang
Chloe Tapper
Lemarr Acosta
Dave Ranola
Luke Hughes
Clarence Cayanan
Rebecca McKeown
Jayke Nugent
Vinson Paul Sayson
Chloe Tapper
Micah Talrea
Stevie Seneque
Shae McKernan
Shae McKernan

Special Awards

Koorliny Arts
ADF Long Tan
ADF Future Innovators
Strathalmond Trophy - Female
Strathalmond Trophy - Male
RSL Citizenship
Youth Leadership
SSTUWA Scholarship
Robert Guest GEM Award for Excellence
Greg Guppy PPO
Most Industrious Student
Most Improved Student
AMPOL Best All Rounder
Djiraly Djinda
Premier Student - General
DUX – Vocation Education and Training
DUX – ATAR

William Mills
Jacob Funneman
Vinson Paul Sayson
Mahinhin Morales
Jack Atkins
Chelan Cuevas
Ellie Gardner
Shauna Anderson
Kynan Abraham
Justin Oliver
Akshita Tandon
Haylene Winmar
Dave Ranola
Lemarr Acosta
Chloe Tapper
Kynan Abraham
Joy Sumilang

Glossary

ABCN	Australian Business Community Network
ACSG	Aboriginal Cultural Standards Framework
AEP	Academic Extension Program
AEIOs	Aboriginal and Islander Education Officers
ANZAC	Australian and New Zealand Army Corps
AP	Associate Principal
ASBT	Aboriginal School Based Traineeship
ATAR	Australian Tertiary Admission Rank
CAT	Conference Accreditation Training
CMS	Classroom Management Strategies
COP	Community of Practice
DoE	Department of Education
ERGT	Emergency Response Training
FTD	Follow the Dream
GEM	Gilmore Electrical & Metals
HASS	Humanities and Social Sciences
HOLA	Head of Learning Area
HGT	Hospitality Group Training
KPI	Key Performance Indicators
LYRIK	Leadership, Youth Respect in Kwinana
MAPI	Maori and Pacific Islander
NAPLAN	National Assessment Program – Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
PACT	Peron Alliance Curriculum and Teaching
PBS	Positive Behaviour School
PPO	Process Plant Operations
PTTC	Peron Trade Training Centre
RTO	Registered Training Organisation
R U OK	Are you OK Day
SCSA	School Curriculum and Standards Authority
SOAR	Supportive, Organised, Aspirational and Resilient
SRMS	Student Record Management System
SS	Student Services
SSWA	School Sport Western Australia
STEM	Science, Technology, Engineering and Mathematics
TAFE	Technical and Further Education
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASN	Western Australian Student Number
WASSEA	Western Australian Secondary School Executives Association
YCLD	Youth Civics Leadership Day





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