



2025 ANNUAL REPORT



Where quality teaching and learning drive success, and connection inspires growth.

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Principal's Welcome

Gilmore College's Annual Report provides an opportunity to celebrate the achievements and reflect on the highlights that occurred across the college in 2025. Success can be different for each student, and throughout the year there were a wide range of opportunities for all students to engage, grow and experience success during their time at Gilmore College.

There were also some challenges during 2025. Principal Matthew Paton departed the college at the end of Semester 1, and I was appointed as Principal for Semester 2. During that Semester, I also needed to take extended leave at different times. Despite these challenges, the school's leadership team demonstrated Gilmore College's grit and relentless commitment to excellence by maintaining a strong focus on developing the capacity of teachers to deliver quality teaching and learning in every classroom, every day.

Gilmore College concluded the year with a number of outstanding achievements, many of which are highlighted in this report. As you read through it, you will also find achievement data, attendance tables, a summary of our Special Programs, and detailed information on how the college addressed the four key priorities outlined in our Business Plan.

The efforts of staff across the college to support, guide and drive students to success have been immense.

These are being rewarded with positive change across the college in many areas, including academic achievement. Some examples include an 82% Western Australia Certificate of Education (WACE) achievement rate, OLNA certification results above those of 'like schools' and several ATAR courses performing close to or above state averages.

There were also many amazing individual achievements. In particular, I would like to acknowledge our ATAR Dux, Madeleine Walsh, who achieved an ATAR score of 96, placing her in the top 5% of the state. It was especially pleasing to see that the four courses contributing to this outstanding ATAR score were delivered on-site by Gilmore College teachers.

During Semester 2, there was a strong focus on developing a whole-school approach to teaching and learning through the implementation of the Gilmore College Teaching and Learning Framework, as well as improving student attendance with the newly developed Attendance Policy and associated processes. These achievements and positive developments are a testament to the commitment and hard work of our staff, who strive to make a difference for every student, every day.

JAMIE LONG

Gilmore College, Principal



Chairman's Message

Chairman's Report

It has been a year of significant change for Gilmore College. We had an excellent start to the year with Principal Matt Paton leading the school up to Term 3 and paving the way for significant changes. Jamie Long came in as Acting Principal and continued the work in progress with great enthusiasm and professionalism. I'd like to sincerely thank Cass Cole for also stepping up as Principal in the short term as required throughout the year.

I also thank Sue Cuneo, Director of Education, South Metropolitan Region, who has put in place a fantastic level of support for both the school and staff members to ensure Gilmore College's commitment to address the outcomes of the 2025 Environmental Scan.

Finally, I would like to sincerely thank Principal Matt Paton for his outstanding contribution to Gilmore College and welcome Principal Long.

Background

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. In 2025, the Board contributed positively to discussion and debate through these well-attended and insightful meetings.

The role of the Board is to contribute and to have input to the development of the Business Plan. The Gilmore College Business Plan sets out the goals and objectives of the college. To achieve these, several strategies are put in place to support the college in meeting set educational and community expectations.

Our Board has a strong process for reviewing results against key performance indicators outlined in the Business Plan. Throughout 2025, the Board reviewed different aspects of the Business Plan as data became available. This included:

- WACE Data, including graduation, attainment, ATAR and VET
- Attendance Data
- Workforce Plan Review
- College Budget
- WACE OLN Report
- NAPLAN Report
- Grade Analysis Report.

I sincerely thank all our Board members for their contribution, both individually and as a team.

Chairman's Review

Gilmore College can justifiably claim to have an exceptional relationship with the community it serves and supports. Gilmore College's relationship with its community of supporters continues to be a feature of the school.

Thank you to the Kwinana Industries Council, the City of Kwinana, Alcoa, Kwinana Rotary, Clontarf Academy, the Smith Family and our other community partners.

In this regard, I particularly acknowledge the work of Patrice Kilpatrick, Gilmore College's Industry and Enterprise Coordinator up to 2025, who has done an exemplary job developing relationships with employers across a wide range of industries and building a pipeline of future employment opportunities for Gilmore College students.

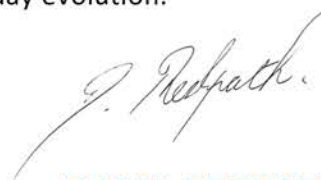
Over the last 7 years there has been steady improvements in academic results and Gilmore College has every reason to be proud of this year's results and achievements, including improved WACE and NAPLAN scores. The 2025 Valedictory saw the graduation of many talented students with several notable academic results.

Congratulations to the Gilmore College staff for your commitment to implementing new educational strategies, including instructional classroom techniques, which have assisted our students in 2025. Thanks to all staff for your dedication to improving the future of our students.

The college's support and administrative staff also do a fantastic job and deserve an enormous thank you. Your work in supporting the school and students during this year has been very much appreciated.

Conclusion

I would like to say that 2025 has been a great year for Gilmore College. At a personal level, the last few years have been an exciting and rewarding experience. As a former student of the school from its days as Kwinana Senior High School 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



2025 College Board Members

Community Members

Barry Winmar
David Redpath
Ivy Penny
Mandy Grubb

Family Members

Asif Iqbal
Chantelle Brown
Michael Donnelly
Rachel Mortimer
Yasmeen Ogle
Avril Lilkevist

Staff Members

Jamie Long
Ryan Gonsalves
Rogani Naidoo
Kellie Sadler

2025 Financial Summary

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	804,988	804,988
Carry Forward (Salary):	1,670,006	1,670,006
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	17,396,987	17,396,987
Locally Raised Funds:	744,859	732,979
Total Funds:	20,616,840	20,604,960
EXPENDITURE		
Salaries:	14,782,459	14,782,459
Goods and Services (Cash):	3,100,224	2,445,227
Total Expenditure:	17,882,683	17,227,686
VARIANCE:	2,734,156	3,377,273



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.***

The shape of a market garden paddock is a rectangle. It is 1.8 kilometres long and 700 metres wide.

There is a fence around the entire paddock

What is the length of the fence?



Explanation of answer:

- a) 3.8 km
- b) 4.6 km
- c) 5.0 km
- d) 5.6 km



Priority 1: Excellence in Teaching

Summary

In 2025, Gilmore College's focus under the Excellence in Teaching priority centred on strengthening high-impact instructional practice across the school. The intent was to drive a pedagogical shift in classroom practice and develop curriculum clarity and consistency across Learning Areas.

To support this dual focus, a Teaching and Learning Working Party was established. This group, comprising teachers from multiple Learning Areas, guided the schoolwide work on best-practice pedagogy and ensured strong teacher ownership of the change process. This work will continue into 2026.

A significant body of curriculum development was undertaken throughout the year, particularly for Year 7 students whose functional literacy and numeracy levels were below the expected standard. To target foundational skills, a range of curriculum materials, resources and assessments were produced, with an explicit emphasis on building automaticity to strengthen long-term retention. Teacher feedback on the sequencing and structure of the program has been positive.

The Foundational Mathematics Program is now comprehensively scoped from Year 7 through to Year 10, ensuring that essential content required for students to meet the ONLA

standard is embedded and taught in a coherent sequence. Throughout the year, support was extended to other Learning Areas to improve curriculum consistency, particularly as the college prepares for reduced variability in Year 7 programs from 2026 onward. Work on strengthening instructional alignment will continue, particularly in relation to writing clear learning intentions.

Four whole-school participation tactics were prioritised during 2025:

- Response cards (mini whiteboards)
- Pair share
- Choral response
- Non-volunteers using a physical selection system

Teachers who implemented these strategies consistently, sought feedback, and intentionally planned for their use have reported improvements in student engagement and participation. Overall, 2025 laid essential groundwork for both curriculum coherence and pedagogical improvement.



Year 10 students using whiteboards in classroom



Priority 2: Academic Achievement

Focus Area Description

Improve achievement at Gilmore College to exceed like schools.

Year 12 WACE Achievement

In 2025, Gilmore College recorded significant gains in Year 12 student achievement, reflecting the school's commitment to quality teaching and learning.

WACE Performance

Of the Year 12 cohort, 82% achieved their Western Australia Certificate of Education (WACE). This represents the strongest performance in 6 years and exceeds the Like Schools achievement rate. Students demonstrated sustained improvement across all WACE components, achieving:

- 100% completion of English, and breadth and depth requirements.
- 96% C-grade Achievement Standard completion.
- 84% literacy and numeracy standard completion among eligible students.

ATAR Pathways

Key highlights include:

- A top ATAR score of 96.00.
- Seven students achieving ATAR results above 80.

NAPLAN Achievement

NAPLAN data across all areas (Numeracy, Writing, Reading, Spelling, Grammar and Punctuation) demonstrates that Gilmore College students in Year 9 are performing as expected, with only one standard deviation of the predicted school mean. Data showing student progress over time for the Year 9 cohort demonstrates students are performing better than students from a similar background. Students in Year 7 achieved below expected performance in Reading, Numeracy, Grammar and Punctuation. For the Writing component, these students achieved results close to expected.

The whole school focus on improving classroom instructional strategies has seen the curriculum in both English and Maths being refined. This will improve results further for Year 7 and 9 students in these areas for 2027.

OLNA Achievement

OLNA enables students to successfully meet the WACE requirement through demonstrating the minimum standard in literacy (reading and writing) and numeracy.

Performance in OLNA remained steady in 2025, with the majority of students meeting the required standard:

Priority 2: Academic Achievement

- Reading: 93%
- Writing: 95%
- Numeracy: 89%

These strong results underpin the high WACE achievement rate and reflect the impact of targeted literacy and numeracy intervention strategies implemented across the college. Gilmore College remains committed to further increasing the percentage of students meeting the OLNA standard and, as such, has assigned staff to deliver small-group tuition for identified students. This targeted approach aims to ensure every student is supported to achieve success.

Academic Extension Program

The Gilmore Academic Extension Program (AEP) is dedicated to nurturing the growth and skills of students who exhibit exceptional talent and aptitude in at least one of the MESH (Maths, English, Science, Humanities) areas.

The college maintains the delivery of rigorous and stimulating learning experiences that allow each student in the AEP to unlock their potential.

Throughout 2025, the MESH areas focused on augmenting students' preparedness for evaluation. This allowed teachers to provide valuable, specific and consistent responses to students.

Students' learning was enhanced through staff organising curriculum-specific excursions and incursions. Students also participated in academic competitions. The AEP classes further benefited through advanced resources carefully chosen by their teachers.

Awards and Recognition

Three students received Certificates of Merit, continuing Gilmore College's pattern of achievement recognised by the School Curriculum and Standards Authority (SCSA).



Principal Jamie Long and Sue Cuneo, Director of Education, South Metropolitan Region, with former students Bernadine B (ATAR 89.95) and Sharis F (ATAR 83), recipients of the ATAR award.





Priority 3: Learning Environment

Focus Area

Establish a learning environment that values attendance and engagement.

Key Metrics

Learning Environment 2022 - 2025

Metric used to measure progress	Baseline performance 2020/2021	2022 Interim Target	2023 Interim Target	2024 Interim Target	2025 Final Target
Overall attendance	2020 – 73.9% 2021 – 74%	77%	80%	85%	80%
Aboriginal attendance (current)	2020 – 55.5% 2021 – 55.9%	63%	66%	70%	65%
Regular attendance	2020 – 33.7% 2021 – 29.3%	50%	>55%	>55%	>50%
Severe attendance	2020 – 22.9% 2021 – 22.8%	21%	20%	<20%	<25%
Unauthorised absences	2020 – 73.2% 2021 – 79%	70%	65%	55%	60%
Reduction in unauthorised absences for Aboriginal students	2020 – 73.5% 2021 – 83%	70%	65%	60%	65%

(Note: The school extended the previous business plan by an extra year to continue priorities in 2025. Targets for 2025 reflect this extension and are based on longitudinal trends and community feedback. Actual performance for 2025 is discussed below. In 2026, a new business plan is being developed for immediate implementation.)

Key Objectives

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

Priority 3: Learning Environment

Attendance remained a key priority in 2025. The Student Services team built on the strong foundations of previous years by continuing and refining relational strategies, including personalised phone calls to families before Term 1, home visits, and targeted engagement for at-risk students. These efforts contributed to a stable start to the year, with Term 1 maintaining regular attendance rates comparable to 2024. Overall attendance for the year settled at 71.7% (slightly down from 71.8% in 2024), shaped by external factors such as community health challenges and ongoing economic pressures in the Kwinana area. Unauthorised absences remained high at 63% (authorised 37%), particularly in Years 11 (70%) and 10 (68%). A continued focus on early intervention for at-risk students proved effective in containing severe attendance risk, which remained at 27.6% for the full year (compared with 24.8% in Semester 1, 2024). This targeted approach helped prevent a more significant decline in overall attendance.

The Attendance Profile for 2025 reflects the following trends:

Attendance Profile 2025 Compulsory

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	363 (29%)	297 (24%)	273 (22%)	311 (25%)
Former	6 (9%)	2 (3%)	10 (14%)	52 (74%)
All	369 (28%)	299 (23%)	282 (22%)	363 (28%)

Year Group Breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Authorised Absences %	Unauthorised Absences %
Y07	80.1%	90	53	45	34	50%	50%
Y08	72.8%	53	67	64	54	45%	55%
Y09	71.9%	68	50	45	59	37%	63%
Y10	69.7%	53	45	41	64	32%	68%
Y11	64.7%	64	40	52	106	30%	70%
Y12	70.6%	41	44	36	46	36%	64%



Priority 3: Learning Environment

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	71.4%	82.5%
2024	71.8%	82.2%
2025	71.7%	81.7%

Attendance % – Secondary Year Levels

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2023	80%	76%	69%	65%	70%	72%
2024	81%	72%	69%	67%	67%	76%
2025	80%	73%	72%	70%	65%	71%
WA Public Schools 2025	87%	83%	81%	80%	80%	79%

In 2025, a key focus at Gilmore College was upskilling staff in attendance processes, aligning with the Department of Education's guidelines to enhance accuracy in record keeping. This initiative involved comprehensive training and updated procedures for recording attendance. While it resulted in more precise data capture, it inadvertently led to reported rates that appeared lower than in previous years, particularly for Year 11 (65%, down from 67% in 2024) and Year 12 (71%, down from 76% in 2024) students. These figures highlighted previously under-reported unauthorised absences in senior years, providing a clearer picture of engagement challenges and enabling targeted strategies for improvement, such as family support for alternative pathways, increased staff resources in Senior School to boost involvement in Years 11 and 12, and early interventions in Years 9 and 10.

Targeted programs also delivered strong results. The Arlight Program, delivered in partnership with the City of Kwinana, supported 12 highly disengaged students (6 girls in Year 8 and 6 boys in Year 9). Through small-cohort, tailored educational activities and wrap-around services involving youth workers and psychologists, the program achieved positive gains in both attendance and engagement for these students.

Additional resourcing within Student Services strengthened capacity across the board. Increased Full-Time Equivalent (FTE) for Year Coordinators allowed greater focus on supporting Year Managers, coordinating Good Standing processes, embedding PBS practices and leading attendance initiatives. A new role – the Inclusion, Engagement and Enrichment Coordinator – was created to better coordinate Education Assistant resources, deliver targeted initiatives and develop comprehensive plans for students with diagnosed disabilities and identified learning needs.

In 2025, the Community of Practice (COP) for cultural responsiveness expanded, embedding Aboriginal perspectives into 80% of Learning Areas. Programs like Follow the Dream, Clontarf Academy, STARS Foundation and Aboriginal School-Based Traineeships continued to thrive, with 100% completion rates in traineeships and increased enrolment in mentoring (up 15% from 2024). These fostered cultural pride and engagement, contributing to stable attendance of Aboriginal students. However, unauthorised absences for Aboriginal students remained at 65%, indicating a need for deeper family involvement.

Gilmore College implemented updated behaviour management processes through a Multi-tiered Systems of Support (MTSS),

emphasising a whole-school tiered approach to behaviour and engagement. The tiered model starts with universal practices applicable to all staff and students, such as building positive relationships, establishing clear classroom rules and maintaining open communication with families as partners. By fostering these foundational elements, the approach ensured a safe and consistent learning environment across the school, reducing minor disruptions and promoting proactive strategies from teachers, like relationship building and differentiation of tasks. This shared ownership among staff encouraged a collective responsibility, leading to fewer escalations and a more positive school culture, as evidenced by increased participation in reward systems and a gradual uptick in regular attendance rates towards the end of the year.

The distributed model of support was particularly effective in addressing varying levels of student needs, with classroom teachers handling initial low-key responses and tailored strategies, such as in-class isolation or informal agreements, before escalating to Heads of Learning Areas (HoLAs) for targeted interventions like Learning Area agreements or referrals to Student Services. Year Coordinators and Managers provided intensive support through student plans, case conferences and access to internal resources like youth workers and the chaplain, while executive oversight ensured strategic alignment and resource allocation.

This structure, detailed in our Classroom Behaviour Management guidelines, categorised behaviours into levels – from minor issues like not attempting work to major incidents like physical aggression – allowing for appropriate, restorative actions and Compass recording for follow-up.

In 2025, this resulted in improved resolution of repeated minor behaviours, with staff reporting fewer escalated incidents and enhanced classroom engagement, contributing to a safer environment that supported academic focus and reduced unauthorised absences, especially in lower school years.

Integrating these processes with our robust Student Services support team further amplified their impact on the learning environment. Our extensive Student Support team – comprising 5 dedicated youth workers, a full-time chaplain, a school health nurse, and 2 school psychologists – integrated seamlessly into the MTSS framework, focusing on proactive interventions that addressed barriers to attendance. Through involvement at Student At Educational Risk (SAER) meetings, they worked alongside Year Managers to support identified at-risk students early, particularly those facing social, emotional, or health-related challenges. For instance, one-on-one counselling sessions helped students build resilience and navigate friendship issues, reducing feelings of isolation that often lead to absenteeism. This relational approach aligned with the school's SOAR values, fostering a



sense of belonging that encouraged consistent attendance, as evidenced by the uptick in Year 8 attendance from 72% in 2024 to 73% in 2025, and Year 9 from 69% to 72%.

By collaborating with families during home visits and engagement meetings, the team resolved underlying issues that previously contributed to truancy, leading to a more stable attendance profile. In Year 7, where attendance remained strong at 80%, the team's efforts in orientation programs and early support for transitions from primary school prevented potential dips, with 90 students achieving regular attendance status. Similarly, the reduction in severe at-risk cases in lower years – through guidance on friendship challenges and bullying resolution – helped maintain momentum, preventing escalation and promoting a positive school culture that made students more eager to attend. These supports helped students develop self-management skills, fostered resilience and aspiration, and led to positive trends in well-being and attendance. For instance, early interventions prevented sharper declines in severe attendance risks, while restorative conversations strengthened relationships, ultimately creating a more inclusive and productive space for learning.

Overall, the updated processes in 2025 marked a significant step towards a safer, more engaging learning environment at Gilmore College. By promoting shared ownership and a relational approach, we saw tangible improvements in student behaviour, connection to school and attendance metrics, particularly in the lower school, setting a strong foundation for long-term engagement.





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 supports Gilmore College and the seven original partner primary schools. The main purpose is to maintain clear communication and support structures between the schools involved to ensure the best outcomes for students. This network has now grown to one secondary and 10 primary schools, including the newly incorporated Sunrise Primary School. Thanks to this network, schools have been working very closely, contributing to a significant and consistent growth of the average intake of enrolments. In 2025, Gilmore College welcomed over 200 students from its local intake area, a consistent number over the last seven years, with 212 Year 7 enrolments in 2024.

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, Certificate III Aviation (Remote Pilot) and Certificate III Fitness program is vital in establishing pathways to careers and university post-secondary school.

Certificate III in Aviation (Remote Pilot)



Industry Partnerships

Gilmore College is well situated to the Kwinana Industrial area and has maximised opportunities to establish partnerships with major industry groups over the years.

The PTC Steering Committee and Partnership Agreement

The college is involved in a Partnership Agreement between major industry and educational providers that commit to support our school through educational opportunities, resource provisions and strategic development of programs. Students benefit through career education and further study options, as well as employment opportunities. Some of the partners involved include Honeywell, Tronox, Kleenheat, Chevron, Mineral Resources, and South Metropolitan TAFE/ACEPT.

Synergy

A partnership with Synergy was secured through 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 Department of Education's 1.5-million-dollar investment to the establishment of our STEM centre at Gilmore College.

Community Partnerships

College Board

The Gilmore College Board has been instrumental in 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, and all members have 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 current students. In 2025, the Old Flames provided \$20,000 in scholarships to Gilmore College students, and since its foundation in 2018, \$120,000 has been provided to the College and its students.

Kwinana Industries Council (KIC)

The KIC Education Partnership was established in 2011 to strengthen relationships and connections between Kwinana industries and regional education providers. Gilmore College has regular student participation in KIC Education Development Programs, designed to show students the range of careers available in local industries.

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

Zone Youth Space

Kwinana Rotary

The Smith Family

Polly Farmer Foundation (Follow the Dream)

Clontarf Foundation

Stars Foundation

Moorditj Koort

YouthCare

Kwinana Police



Career Expo for Year 9 and 10 students in partnership with The Smith Family



Keeping Kids in School Program - An initiative implemented in conjunction with The Department of Education, The City of Kwinana and local businesses.



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. As part of the PACT agreement the PACT maintains staff leadership networks in the areas of the Principalship, Deputy Principals, Student Services Managers and VET Coordinators. In 2025, 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.

Process Plant Operations (PPO)

In 2025, 3 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 one group 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 2025 with 2 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.

Three 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 2026 to complete their Certificate II in Engineering – Metals.

Gilmore Hospitality

The Certificate II in Hospitality was 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.

Although in 2026 the Hospitality Certificate is unable to run, we will be offering it along with a Certificate II Commercial Cookery in 2027.

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 addition, 2025 saw the introduction of a new qualification, the Certificate III Aviation Remote Pilot (Drones). All certificates are delivered in conjunction with SM TAFE and a private Registered Training Organisation (RTO).

The VET highlights and key events for 2025 included:

- Emergency Response Training (ERGT) Australia fully funded safety training for our Process Plant Operations Students.
- 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.
- Gilmore students James F and Riley M competed in the National WorldSkills Competition in June 2025 in Brisbane.



Riley M training for World Skills



PPO students at ERGT

Robotics

Building the Future: Gilmore College STEM Robotics Club

2025 was a year of continued growth and achievement for the Gilmore College STEM Robotics Club. Starting in Term 1 with 15 members, students began with team-building exercises and mastered essential technical skills, including Python programming, block coding, and 3D design and printing using Autodesk Fusion. The club demonstrated the practical side of mathematics during Pi Day and explored future career paths at the Kwinana STEM Career Day.



Team building activity at the start of the year

A major highlight of Term 1 was the Mission to Mars Patch Design Challenge through the Western Australian Space Science Education Centre (WASSEC), where a student's work was selected in the Top 100 out of over 1,000 entries across Western Australia.

In Term 2, the club travelled to WASSEC for an immersive simulated mission to Mars. Students wore astronaut suits and utilised their science and navigation skills to solve complex problems in a simulated space 'Mars' environment. This experience strengthened their ability to work as a cohesive engineering team and provided a practical application for their classroom learning.

Term 3 focused on leadership and community engagement. Club members hosted an incursion for Orelia Primary School students, a STEM workshop held at the Gilmore College STEM room.



Orelia Primary School students visited the college in Term 3

This workshop was showcased at the Year 6 Parent Information Evening, inspiring incoming families and students to join Gilmore College and leading to over 30 applications for the 2026 school year.

The team also acted as mentors at the 'WA It Takes a Spark STEM Conference' at Frederick Irwin Anglican School in Mandurah, teaching robot and drone coding to students from three other secondary schools.

Additionally, the drone team supported the school community by capturing professional aerial footage of the College 2025 Athletics Carnival.

The year concluded in Term 4 at the FIRST Lego League (FLL) Robotics Competition held at Aquinas College. Under the theme Uneath, the Gilmore GEMS developed an innovative Ai program called 'Dr GEM AI' to help protect historical artifacts and fossils. This project proved that our students could use robotics to solve real-world societal problems. With local primary schools already requesting workshops for next year, the future of STEM at Gilmore College remains incredibly bright.



Aboriginal Education Team

Throughout 2025, the Aboriginal Education team continued to provide pastoral care, academic support and targeted initiatives aimed at improving educational outcomes and strengthening cultural identity among the Aboriginal and Torres Strait Islander students. The year, like most, was met with challenges, highlights and a few farewells within the team.

Engagement and connection for Aboriginal students is strengthened through programs that support their identity, culture and ways of being. This is made possible through valued partnerships with Koya Aboriginal Corporation, Moorditj Koort Health Service, Ngalla Yorga Waangkan and Moorditj Kulungar Playgroup. Our involvement in community events and activities further strengthens these connections. In addition, a new program led by Football Futures Foundation was introduced for Aboriginal students in Years 8 and 9, providing further opportunities for engagement, well-being and skill development in soccer. Students were treated to free soccer balls at the conclusion of the program. We look forward to growing this program in the coming years.

Over the past 3 years, we have seen an increase in the number of Aboriginal and Torres Strait Islander students participating in the

annual OLNA and NAPLAN assessments. Acknowledgement to AIEO Stacey Bradshaw, who consistently creates a safe and welcoming space where students feel comfortable, supported and empowered to complete these assessments. Our team ensures students engage in the testing process, as it provides valuable data and feedback on their literacy and numeracy development. This information supports targeted teaching strategies, helps identify areas for growth and celebrates student progress. Most importantly, it strengthens our ability to support each student on their learning journey and promotes confidence in their abilities.

Each year a key challenge remains, the retention of Aboriginal students through to Year 12. At the graduation ceremony, it was pleasing to see 12 students receiving their WA Certificate of Education, and congratulations must go to Grey Farmer as the recipient of the Djiraly Djinda Award. We continue to work alongside Clontarf, Stars and Follow the Dream so as a team, we strive to ensure Aboriginal students have every opportunity for success, and we are immensely proud of every student who achieves their Western Australian Certificate of Education.

The end of the 2025 school year brought some sad departures, as we farewelled one of our AIEOs and all 3 staff members from Clontarf.

Our vibrant and energetic AIEO, Jason Kelly, decided to pursue a FIFO career in 2026. His exit as well as all Clontarf staff was emotional for the team, but even more so for the boys, who showed great resilience and for many some tears in saying goodbye to the Academy Director and mentors. Departures, however, mean new people and the Aboriginal Education team is excited to bring in a new year with new staff.



Gilmore Clontarf Academy

Gilmore Clontarf Academy continues to operate through its key pillars: education, sport, leadership, wellbeing, partnerships and employment. The program supports young Indigenous boys enrolled at Gilmore College, providing structured opportunities that encourage engagement and personal development.

The Academy focuses on morning pickups, early morning training sessions, after-school activities and camps. A vibrant Academy room also serves as a safe and welcoming space for all students enrolled in the program, with 64 boys participating in 2025 and 73 enrolled for 2026.

Gilmore Clontarf Academy's core targets include achieving 80% average attendance, ensuring each boy has access to at least one camp per term, and supporting senior students to obtain work-ready documentation.

Upon graduation, the Clontarf Employment division aims to place all students into suitable employment and continues to support them beyond school.

In 2025, the Academy achieved an average attendance rate of 76%. This was a challenging year due to the turnover of 3 staff members. Despite this, more than 60% of students participated in at least one camp each term. Training and after-school activity participation remained strong throughout 2025, with approximately 25 boys regularly attending morning training twice a week.

Highlights of the year included all the camps across WA from Albany to Geraldton, Rottnest Island and the major year 12 trip to the Gold Coast.

Throughout the year, students built strong friendships and connections with the program coordinator, mentors and peers. We observed significant personal growth, with students' confidence and personalities continuing to develop and flourish.



2025 Clontarf Awards Night at Gilmore College

Stars Foundation

In 2025, Stars Foundation marked its second year at Gilmore College, seeing growth in female participation. The Stars program supports Aboriginal and Torres Strait Islander girls with academic achievement, pastoral care and engagement. Our staff have established strong relationships with the girls and their families and continue to provide morning and after school transport, food throughout the day and ongoing mentoring to support each girl's wellbeing, confidence and future aspirations. Through a culturally safe and inclusive environment, the program encourages regular school attendance, positive relationships and active participation in both learning and community life.

Every week Year 7, 8, 9 and 10 girls come in for a weekly session with Stars that consist of a variety of activities based around the Stars Foundation pillars, which are:

- Healthy lifestyles
- Wellbeing
- Community, Culture and leadership
- Education, training and employment.



Stars 10-year anniversary celebration

Throughout 2025 the girls attended camps, excursions and incursions with some of them experiencing activities for the first time. These events offered a chance to get to know each other outside of the school environment.

During Term 1, selected Stars students joined the AFL Gala Day at Swan View Primary School, competing in round-robin football games and meeting Fremantle Football Club female league players. Term 2 featured a cultural and sporting trip to Kalgoorlie, where 10 students and 2 staff engaged in netball, sightseeing and connecting with peers from other programs, with some even trying honey ants. Term 3 was busy with many events, including the girls' involvement in NAIDOC celebrations at the college and the Moorditj Kulungar playgroup, where they facilitated activities and games for the little bubs.



National Aboriginal and Torres Strait Islander Children's Day Celebration

The final term of 2025 saw 8 Year 12 Stars girls celebrate their graduation with a trip to Brisbane, Queensland, enjoying visits to Movie World and Sea World, marking a memorable end to their schooling journey.



Graduating students at the End of Year Function

Follow the Dream

The Follow the Dream (FTD) program, delivered in partnership with the Western Australian Department of Education and the Polly Farmer Foundation, continued to provide targeted academic and cultural support for Aboriginal and Torres Strait Islander students at Gilmore College in 2025. Supporting 35 students across Years 7–12, the program focuses on improving academic outcomes through tutoring and mentoring, while strengthening students' sense of belonging, cultural identity and future aspirations.

Attendance across the cohort averaged 83% for the year, with a decline from 88% in Term 1 to 81% in Term 4, highlighting the ongoing need to support consistent engagement. Academically, most students demonstrated developing to strong progress in NAPLAN. In Year 7, the majority of students met expected progress, with one student requiring additional support. Similarly, in Year 9, most students showed positive growth, with 2 students pre-qualifying for OLNA, while one student required further support across literacy and numeracy. Targeted intervention in writing and numeracy remained a key strategy across Years 7–9.

In senior school, students continued to make strong progress toward key benchmarks. In Year 11, 7 out of 8 students completed their OLNA requirements, while in Year 12, 5 out of 6 students achieved OLNA, contributing to an overall WACE achievement rate of 83%.

One student narrowly missed WACE due to outstanding OLNA numeracy requirements. Ongoing academic intervention supported students to meet these important milestones.

Students were also recognised for their achievements across academic, cultural and community contexts.

Two students were awarded \$3,500 Polly Farmer Foundation scholarships, while 5 students were recognised at the City of Kwinana Lyrik Awards, including 2 category winners. Additional recognition included awards at the college's NAIDOC Assembly, a Credit achievement in the Australian Mathematics Competition, 3 students receiving Bankwest laptops, and one student receiving the Aboriginal Education Award at the Year 12 Valedictory.

The program also provided a range of enrichment opportunities to support student aspiration and engagement. Highlights included the selection of 3 students to participate in a Curtin University Indigenous Australian Engineering School event, as well as involvement in a Curtin-led science program, transition activities and the Follow the Dream Awards Celebration.



Curtin-led Science session at Follow the Dream's after-school tutorials.

Overall, the Follow the Dream program continues to deliver strong outcomes at Gilmore College, with positive academic progress, high levels of student recognition, and meaningful engagement in enrichment opportunities. The program remains a key pillar of Aboriginal Education, supporting students to succeed academically while maintaining strong connections to culture, community, and future pathways.



Scholarships

Valedictory

KSHS Gilmore College Alumni VET Scholarship
Sienna Micallef

KSHS Gilmore College Alumni ATAR Scholarship
Madeleine Walsh

Year 11 VET Scholarship

Jordan Narkle

Telisha Ryan

Jim Abarabar

Mason McKernan

Cody Sobrevilla

Old Flames Alumni Scholarship Program (Sponsored by Alcoa)

Year 11 Alumni Scholarship

Aurora Scott

Lucas Elliott

Curtis Wymer-Aperau

Year 12 Alumni Scholarship

Summah-lee Maika

Shakaylin Barton

Kelcey De Guzman

Year 11 Creative Arts Scholarship

Emily Anderson-Moore

Year 12 Curtin UniReady Scholarship

Keyanu Ogle

Gwyneth Teopez

Year 11 Building & Construction Scholarship (VET)

Theo Lightbourne

Rotary/Valk Scholarships

Year 12 Sustainability Scholarship

Jasmine Day

Year 12 Creative Arts Scholarship

Jordon Miller

Year 11 VET Scholarship

Violet Martin

Saphyre Maskiell

Year 12 VET Scholarship

Aiden Strowse

Jozan Howell

VET Program Assistance

Kyza Fisher

Cohan Hughes D'Aeth

Harold Parsons

Kingston Kaka

Kaiden Kent

Max Schmidt

Kynan Abraham

Kiah Rignall Memorial Scholarship

Shania Belarma

Grace Barnes

Barry Winmar Indigenous Student Education Scholarship

Hudson Stuart

Emma Lenaers

Mervyn Sullivan

Bethany Harris

Bendigo Bank Business Studies Scholarship

Nya Mathiang

Shayla Haime-Budd

Valedictory Awards

Subject Awards

Visual Arts (General)	Gene Howells
Media Studies (General)	Cittaha Mai
Music (General)	Tia Kelly
English (ATAR)	Madeleine Walsh
English (General)	Cyrus Emery
Business Management & Enterprise (General)	Uno Irwan
Career and Enterprise (General)	Cyrus Emery
Career and Enterprise (ATAR)	Madeleine Walsh
Modern History (General)	Madeleine Diaz
Aboriginal and Intercultural Studies (General)	Madonna Teuru-Bates
Mathematics Application (ATAR)	Madeleine Walsh
Mathematics Essentials (General)	Harold Parsons
Human Biology (ATAR)	Bernadine Balansay
Human Biology (General)	Rohanna Robles
Health Studies (General)	Emmyrose Delan
Health Studies (ATAR)	Madeleine Walsh
Psychology (General)	Bernadine Balansay
Chemistry (General)	Jenny Dinh
Science in Practice (General)	Zane Ellis
Outdoor Education (General)	William Adams
Physical Education Studies (General)	Bodie Kilner
Physical Education Studies (ATAR)	William Legarda
Certificate III Information Technology	Rudra Patel
Certificate II Hospitality	Kimberly Spencer
Food Science and Technology (General)	Jenny Dinh
Children, Family and Community (General)	Bernadine Balansay
Materials Design & Technology Metals	Michael Lance
Materials Design & Technology Wood	Zack Zilli
KIC Partnership Award	Kyza Fisher
Certificate II General Building & Construction	Zack Zilli
Workplace Learning	Chase Vince

Special Awards

ADF Long Tan	Tyler Kelly
ADF Future Innovators	Gaobin Chen
Strathalmond Trophy - Female	Ava Cuffe-Hodges
Strathalmond Trophy - Male	Thomas Kelly
RSL Citizenship	Hayden Banyard
Youth Leadership	Adrian Strydom
SSTUWA Scholarship	Jollie Cezar
Robert Guest GEM Award for Excellence	Michael Lance
Greg Guppy PPO	Sienna Micallef
Most Industrious Effort Award	Jimmy Abarabar
Djiraly Djinda	Grey Farmer
AMPOL Best All Rounder	William Legarda
Premier Student - General	Emmyrose Delan
DUX – Vocation Education and Training	Sienna Micallef
DUX – ATAR	Madeleine Walsh

Glossary

ACEPT	Australian Centre for Energy and Process Training
AEP	Academic Extension Program
AEIO	Aboriginal and Islander Education Officer
ALCOA	Aluminium Company of America
ATAR	Australian Tertiary Admission Rank
COP	Community of Practice
DoE	Department of Education
ERGT	Emergency Response Training
FIFO	Fly In Fly Out
FLL	FIRST Lego League
FTD	Follow the Dream
FTE	Full-Time Equivalent
GEM	Gilmore Electrical & Metals
HGT	Hospitality Group Training
KFED	Kwinana Federation of Schools
KIC	Kwinana Industries Council
KPI	Key Performance Indicators
KSHS	Kwinana Senior High School
LYRIK	Leadership, Youth Respect in Kwinana
MESH	Maths, English, Science, Humanities
MTSS	Multi-tiered System of Support
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
PACT	Peron Alliance Curriculum and Teaching
PPO	Process Plant Operations
PTTC	Peron Trade Training Centre
RTO	Registered Training Organisation
SAER	Student at Educational Risk
SCSA	School Curriculum and Standards Authority
SOAR	Supportive, Organised, Aspirational and Resilient
STEM	Science, Technology, Engineering and Maths
TAFE	Technical and Further Education
VET	Vocational Education and Training
VPP	Virtual Power Plant
WACE	Western Australian Certificate of Education
WASSECC	Western Australian Space Science Education Centre





Supportive Organised Aspirational Resilient

Gilmore College Dargin Place, ORELIA WA 6167

T: 08 6595 2700

e: Gilmore.College@education.wa.edu.au

www.gilmorecollege.wa.edu.au