



Gilmore  
COLLEGE

**BUSINESS PLAN**  
*BUILDING THE FUTURE TOGETHER*

**2026-2028**



*Gilmore College nyininy Whadjuk Noongar  
Boodja wer ngalak djoorabiny kaditj  
Whadjuk Nedingar wer Boordiya koora-  
koora wer yeyi. Ngalak kaadatj nidja  
Noongar Whadjuk Boodja. Kalyakoork  
Noongar boodja.*

*Ngalak kaditj baalap kalyakoork nidja  
boodja wer kep kaaradjiny, baalap moorditj  
nidja yaakiny-ak wer moorditj moort wer  
kaditj Birdiya koora-koora wer yeyi.*

Gilmore College sits on Whadjuk Noongar Country and we respectfully acknowledge Whadjuk Ancestors and Elders from long ago and today. We acknowledge this is Noongar Whadjuk Country. Always will be Aboriginal land. We recognise their connection to the land and local waterways, their resilience and commitment to community and pay our respect to Elders past and present.

## VISION

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

## MORAL PURPOSE

At Gilmore College we hold high aspirations for every student and believe that through meaningful connections and quality teaching and learning, all students can realise their full potential. We provide a supportive and well-rounded education that equips young people with the knowledge, skills and resilience to adapt, contribute and flourish in an ever-changing world.

## VALUES

- |                     |  |
|---------------------|--|
| <b>SUPPORTIVE</b>   | We respect and support each other, our school and our community              |
| <b>ORGANISED</b>    | We come prepared and ready to learn each day                                 |
| <b>ASPIRATIONAL</b> | We strive to improve and set high standards for ourselves                    |
| <b>RESILIENT</b>    | We overcome setbacks, persevere with challenges and look for ways to improve |

# OUR COLLEGE

Gilmore College is committed to nurturing positive relationships that support every student aged 11–18 from the City of Kwinana to reach their full learning potential. Established as an Independent Public School in 2008, we proudly continue over 50 years of secondary education in the local community.

We celebrate cultural diversity and foster strong connections, community partnerships, and targeted programs for our growing multicultural population.

Gilmore College offers a comprehensive curriculum with pathways to university, further study, training, and employment. Our Vocational Education and Training (VET) programs, supported by the state-of-the-art Peron Trade Training Centre, provide industry-standard skills and qualifications for Years 11 and 12. Pastoral Care and Student Services play a central role in supporting student wellbeing and success.

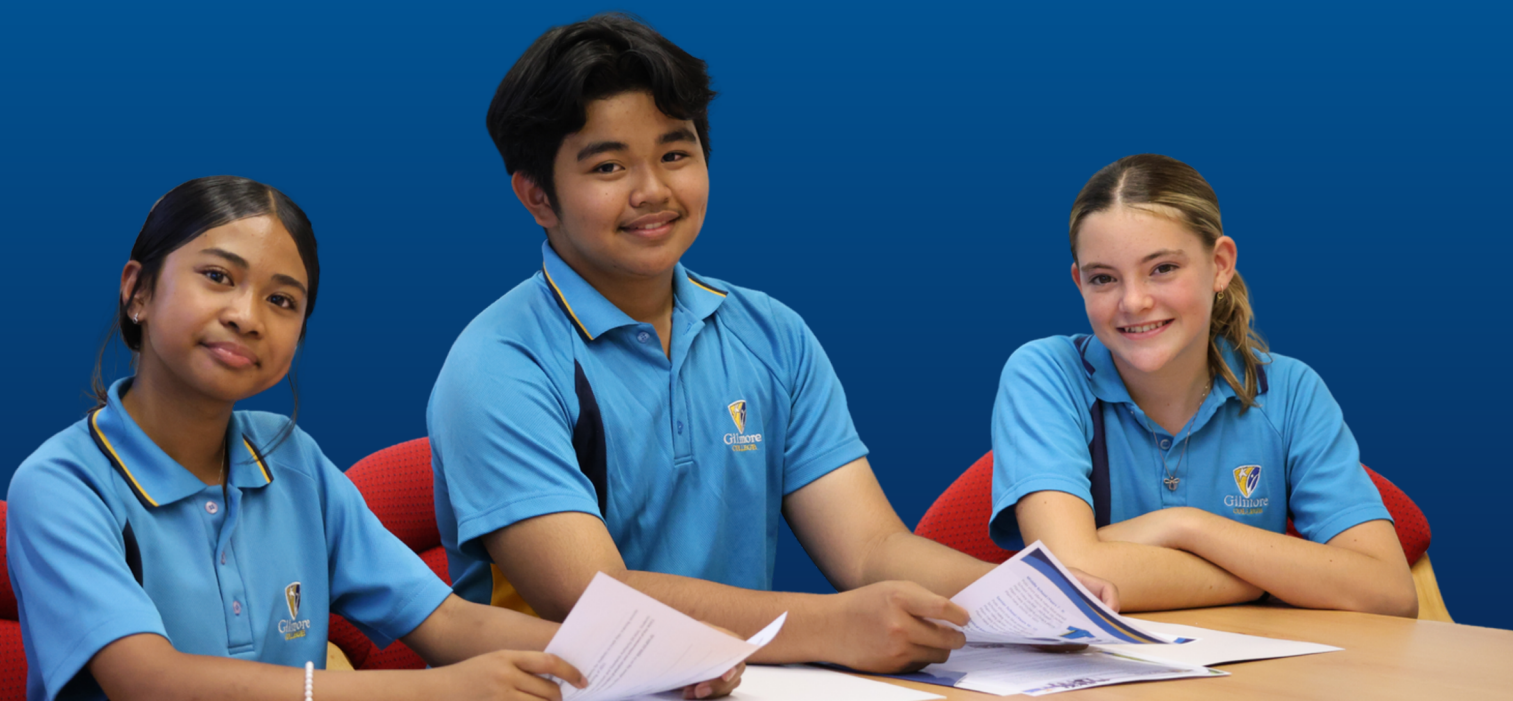
Students at Gilmore College succeed in academic, cultural, sporting, industrial, and technological pursuits. Our Positive Behaviour Support framework, S.O.A.R. (Supportive, Organised, Aspirational, Resilient), underpins a safe and aspirational school culture.

Our Business Plan 2026–2028 reflects a clear and collaborative vision for improvement, building on our history while addressing future challenges. We prioritise high-quality teaching, culturally responsive practices, and strong partnerships with families and the community to enhance student outcomes.

We recognise the unique strengths of every student and are committed to developing the skills, confidence, and resilience needed for future success. Student voice and leadership are central to our culture, empowering learners as active participants in their education.

Located on Whadjuk Noongar land, we are dedicated to fostering respect, inclusion, and cultural awareness. Strong partnerships with local primary schools, families, industry, and tertiary institutions ensure a connected K–12 journey and meaningful pathways beyond school.

Through a shared commitment to excellence, wellbeing, and continuous improvement, Gilmore College creates a learning environment where every student is supported to thrive.



# OUR TARGETS

## PRIORITY 1: SUCCESSFUL STUDENTS

OUR FOCUS: TO PROVIDE EVERY STUDENT A PATHWAY TO A SUCCESSFUL FUTURE.

- 1.1 **Attendance and Engagement** - Improve whole school attendance through a multi-tiered system of supports that builds student engagement, belonging and connection to learning.
- 1.2 **Literacy and Numeracy** - Progress achieved by the stable cohort will exceed like school in each component of NAPLAN and OLNA (trending towards state average).
- 1.3 **Successful Pathways** – Contemporary development, clear pathway planning developed in conjunction with primary schools and industry networks.
- 1.4 **ATAR** – ATAR participation and performance to be at or above state school averages.
- 1.5 **WACE** – WACE achievement will exceed like school average (trending towards state average).

## PRIORITY 2: QUALITY TEACHING AND LEARNING

OUR FOCUS: THE GILMORE COLLEGE TEACHING AND LEARNING FRAMEWORK TO BE EMBEDDED ACROSS THE COLLEGE TO SUPPORT QUALITY TEACHING AND LEARNING IN EVERY CLASSROOM.

- 2.1 **Teaching and Learning Framework** – A school wide approach to teaching and learning is embedded, using the Gilmore Teaching and Learning Framework and DOE Quality Teaching Strategy.
- 2.2 **Teacher Judgment** – Teacher judgement data has a strong correlation to system assessment data in both NAPLAN and WACE (within expected performance).
- 2.3 **Diverse needs of students** – Evidence based targeted support is in place for identified students using documented planning and effective case management.
- 2.4 **Student Focussed** – The National School survey rates the following attributes at 3.6 or higher:
  - My teachers expect me to do my best.
  - My teachers provide me with useful feedback about my schoolwork.
  - My teachers motivate me to learn.

## PRIORITY 3: POSITIVE LEARNING ENVIRONMENT, SCHOOL CULTURE AND WELLBEING

OUR FOCUS: TO BUILD A SAFE, SUPPORTIVE AND HIGH-EXPECTATIONS SCHOOL CULTURE THROUGH CONSISTENT BEHAVIOUR PRACTICE, STRONG STUDENT SUPPORT AND A POSITIVE, COLLABORATIVE LEARNING ENVIRONMENT.

- 3.1 **High Expectations** – All school staff will have high expectations of student behaviour and engagement, and will implement a range of support strategies to allow all students to meet these expectations.
- 3.2 **Student Support** – Gilmore continues to strengthen and refine its Student Services structure, policies and processes to align with research-based best practice.
- 3.3 **Learning Environment** – Foster a positive learning environment where the whole school learning community feels included, connected, safe and respected (school culture). This will be demonstrated through the National School survey rating the following attributes as 3.6 or higher:
  - The school takes staff opinions seriously.
  - I receive useful feedback about my work in this school.
  - Staff are well supported at this school.
  - Student behaviour is well managed at this school.

## PRIORITY 4: COMMUNITY, NETWORKS AND PARTNERSHIPS

OUR FOCUS: TO STRENGTHEN A CULTURE OF POSITIVE PARTNERSHIPS WITH STUDENTS, FAMILIES AND THE COMMUNITY THAT ENHANCE STUDENT ENGAGEMENT AND SUCCESS. TO DEVELOP INTERNAL AND EXTERNAL RELATIONSHIPS AND PARTNERSHIPS TO PROVIDE EVERY STUDENT WITH A SUCCESSFUL PATHWAY.

4.1 **Students** – Promote the use of student voice and give our young people a role in shared decision making.

4.2 **Parents and the Community** – The use of effective strategies to engage and strengthen collaborative partnerships with families and the local community. This will be demonstrated via the parent National School survey rating the following attributes at 3.6 or higher:

- This school works with me to support my child's learning.
- This school has a strong relationship with the local community.
- I can talk to my child's teachers about my concerns.

4.3 **Industry** – Develop and maintain effective working partnerships with the Kwinana Industry Council (KIC) and training providers, tertiary education and local workplaces to support student pathway and achievement.

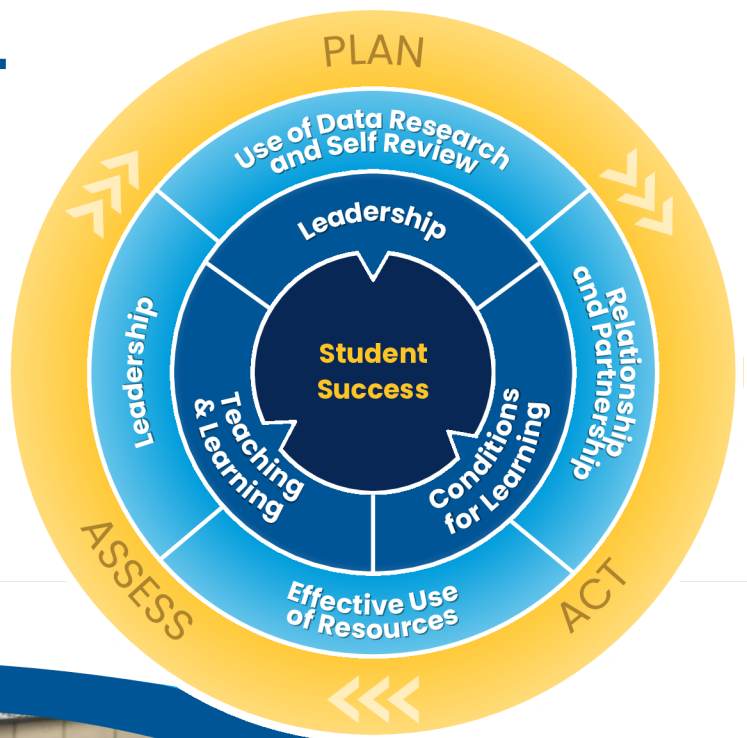
4.4 **Primary Schools** – Strengthen partnerships with network primary schools (KFED) to increase the profile of the College across the local community.

4.5 **City of Kwinana** – Continue to develop and maintain effective working partnerships with the City of Kwinana to support student engagement and achievement.

4.6 **Aboriginal Families** – Work in partnership with the school community to strengthen decision-making to support Aboriginal students to succeed as Aboriginal People.

## SELF ASSESSMENT

Our self-assessment cycle focuses on gathering and evaluating relevant data from a variety of sources throughout the year. This involves analysis of systemic data, school performance data, and a wide spectrum of other tools to gain insight into the effectiveness of our school processes and operations. The ongoing review of strategies and targets through operational plans and the whole school Business Plan tracker informs our planning and provides targets for future improvement.





## USE OF RESOURCES

At Gilmore College, the responsible management of financial, human and physical resources is integral to our teaching and learning programs and supporting our students to succeed. This involves collaboration with students, staff and the community. We prioritise transparency and efficiency in budgeting, ensuring that funds are allocated effectively to support educational initiatives.

## OUR STEPS TO SUCCESS

1. DEVELOPMENT OF A CONTEMPORARY CURRICULUM ACROSS ALL LEARNING AREAS AND IN ALL PATHWAYS FROM 7 THROUGH TO 12
2. EMBEDDING THE GILMORE TEACHING AND LEARNING FRAMEWORK ACROSS THE COLLEGE
3. FOCUS ON STUDENT AND STAFF WELLBEING
4. INTEGRATION OF TRAUMA INFORMED PRACTICE INTO OUR WHOLE SCHOOL INSTRUCTIONAL MODEL TO SUPPORT POSITIVE BEHAVIOURS
5. USE OF STUDENT VOICE TO INFORM DECISION MAKING AND SUPPORT THE COLLEGE'S FUTURE DIRECTION



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