



 Gilmore College

2009 School Report



// RIGOUR  
// RELEVANCE  
// RELATIONSHIP

We have an ethos built on the 3 R's of Rigour, Relevance and Relationships.

#### RELATIONSHIPS

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

#### RIGOUR

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

#### RELEVANCE

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



Gilmore College is a state of the art high school, custom built to cater for the changing educational needs of adolescent learners. The College is comprised of a Middle School for students in years seven to nine and a Senior School which caters for students in years ten to twelve.

In both educational contexts, the child's experiences and background are placed at the heart of the learning process, emphasizing *how* students learn as a complement to *what* students learn.

The school is always seeking innovative and imaginative ways to engage students, staff and parents in the education process. Gilmore College has forged strong and sustaining partnerships with business, industry and community organisations within the Kwinana district.

As students progress through Middle School to Senior School a strong teacher advocate program ensures that students are well supported to access tailored learning programs in both vocational and academic pathways. Students course clusters lead to the full range of post school destinations, such as University, TAFE and employment.

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

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

#### School Priorities

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

*Improving standards of literacy and numeracy.*

*Improving teaching and learning.*

*Using evidence based decision making*

**Values Education:** To provide an inclusive, safe and stimulating learning environment that will enable students to develop as autonomous learners with the skills to act in a socially responsible manner and make a contribution to their community. Our focus areas are:

*The pursuit of personal excellence.*

*Ethical behaviour and responsibility.*

*Cooperation/conflict resolution.*

*Developing a sense community.*

*Conservation of the environment*



## Middle School – NAPLAN 2009

The 2009 National Assessment Program Literacy and Numeracy was conducted in May 2009 for Year 7 and Year 9 students at Gilmore College. The relative performance of Year 7 and 9 students in numeracy, reading, punctuation and grammar, writing and spelling was assessed. Reading is a whole school literacy priority at Gilmore College. Tables 1, 2 and 3 show the progress Year 9 students have demonstrated in Reading.

Table 1 shows the progress Year 9 students (2009) have made in Reading from Year 7(2007) compared with like schools. Year 9 students have demonstrated progress in Reading with increased numbers of students falling into “moderate progress” category and a decreased number of students falling into the “very low” and “low” category. There are also more students falling in the “very high” category compared to like schools. There is an upward trend in average reading scores from 2007 to 2009 of Year 9 students at Gilmore College compared to like schools. 77% of Year 9 students at Gilmore College fell into Proficiency Bands 6-10 and achieved at or above the National Minimum Requirement for Reading. This compared favourably with like schools (75%) and State comparisons (78%)

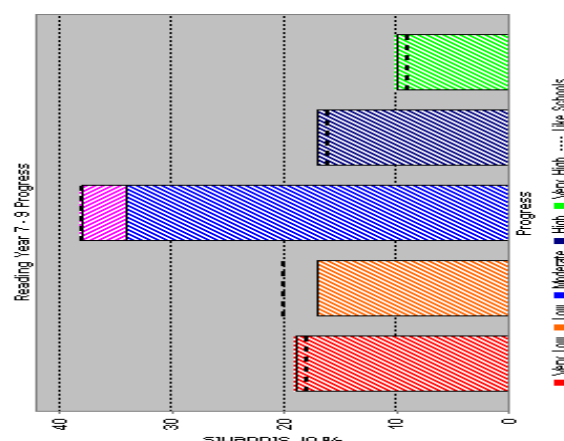
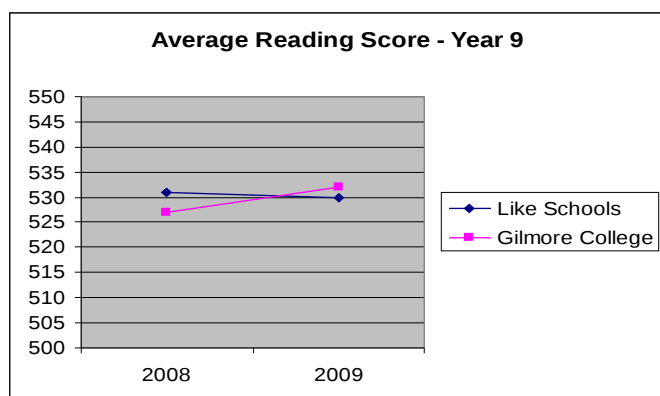
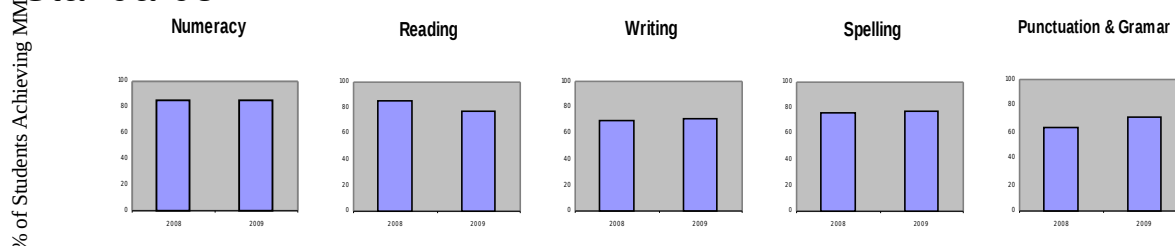


Table 1

Whilst there has been satisfactory progress made in literacy and numeracy, Gilmore College has collaboratively developed Whole School Literacy and Numeracy Plans to address the issue of students falling below National Minimum Requirements. Targeted and explicit teaching of literacy and numeracy skills has been adopted by Mathematics and English teachers at the College. The contextual nature of literacy and numeracy has also been a cross-curricula focus for all teachers. Print-rich environments, subject specific-vocabulary, reciprocal reading strategies, paragraphing and a repertoire of number and measurement strategies have been priorities for all teachers at the College. A Case Management approach has been implemented for any student falling well below expected standards of achievement. Individual and Group Education Plans have been devised and developed by teachers in consultation with Getting it Right Literacy/Numeracy specialists and Gilmore College's Learning Support Coordinator.

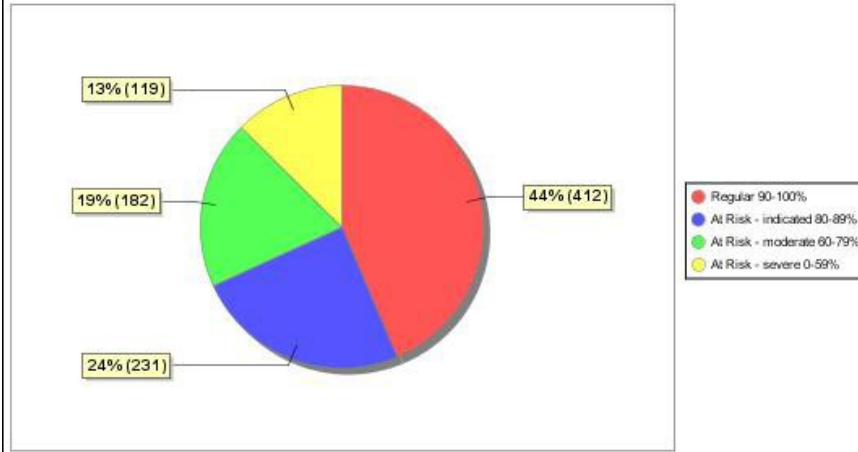
## NAPLAN - Students Achieving Above National Minimum

### Standards



## Attendance Engagement

GILMORE COLLEGE Attendance Profile 2009 Semester 1



Regular attendance is critical to improving student academic achievement. 44% of students at Gilmore College attended regularly in Semester 1 2009.

Improving student attendance is an emphasis at Gilmore College and a comprehensive attendance plan has been implemented to increase the number of students attending regularly in 2010.

Key points of this planning include: The appointment of a full time Attendance Coordinator; creating reward programs that acknowledge students who achieve regular attendance; establishing improvement targets with individual students; and engaging the Kwinana community in the Keeping Kids In School initiative.

Attendance targets established in this planning will see the number of students attending regularly by increase by 5%. At the same time, it is anticipated that the number of students in the At Risk – Severe attendance band will decrease by 5%.

	Non - Aboriginal		Aboriginal	
	School	State	School	State
2007	85.6%	89.9%	68.8%	69.4%
2008	83.4%	89.1%	68.2%	67.4%
2009	83.2%	89.3%	70.3%	66.9%

Secondary

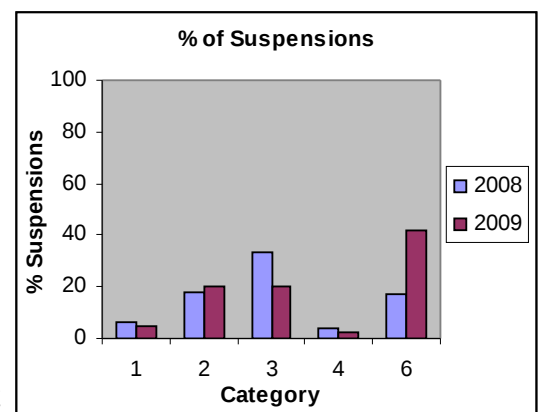
	Non - Aboriginal		Aboriginal	
	School	State	School	State
2008	88.20%	92.60%	76.00%	80.70%
2009	90.20%	92.00%	71.00%	81.10%

Primary-Year 7

## Attitude, Behaviour, Effort, Values

The establishment of a Health and Wellbeing committee has driven significant change in school practice in 2009. All staff were surveyed using the EBS (Effective Behaviour Supports) survey. Priorities were then established from this survey and included: Expected behaviours were taught explicitly by all staff; and problem behaviours were clearly defined. In addition, a Whole School Positive Acknowledgement process has been established.

Our suspension data shows a comparable number of suspensions between 2008 -2009. The nature of these suspensions has changed considerably. In 2008, suspensions in Categories 3&4 (Suspension for Physical or Verbal Assault of other students) decreased from 37.8% of all suspensions to 22.3% of all suspensions. This indicates a significant decrease in suspensions resulting from physical or verbal aggression between students.



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## Vocational Education & Training – 2009

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56 students participating in VET, 47 achieved a full Qualification. This is an 83.93% achievement rate putting Gilmore College back in the top 50 schools in the State with a ranking of 37.

15 out of 17 Year 12's completed School Based Traineeships in the areas of: Metals & Engineering, Hospitality, Hair Dressing, Horticulture and Childcare.

Nikki Naylor successfully completed an Aboriginal School Based Traineeship in Childcare.

Automotive student Corey Birch was successfully placed in an apprenticeship through EDGE Employment Solutions for people with disabilities.

14 out of 24 Aboriginal students completed a Certificate I in Leadership Development.

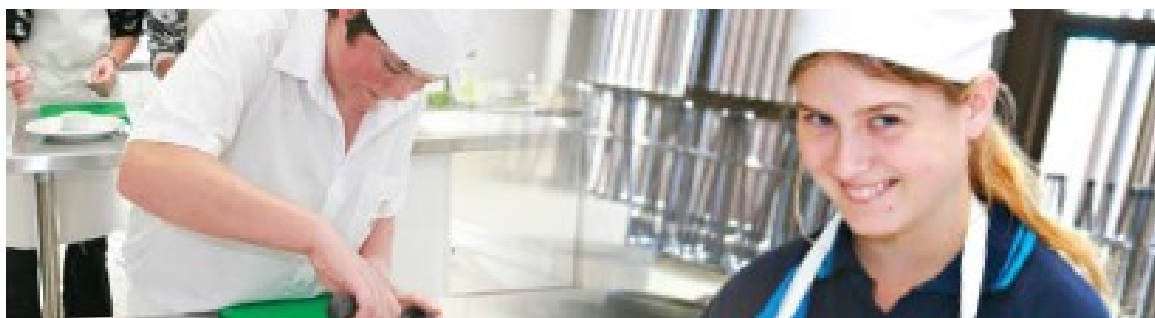
VERVE Energy continues to sponsor three scholarships. Two Rising Stars, awarded to Aaron Barwise and Luke Williams. One Uni Link awarded to Dylan Pratt.

8 out of 10 KIC students moved into apprenticeships, one of these students returning to complete the program after dropping out in 2008. He was also our top VET student.

KIC student, Luke Williams, won GOLD in the State World Skills competition. He will compete in Brisbane at the National competition in Metals and Engineering, 2010. Gilmore College was well represented at the State competition winning one GOLD, three SILVER, and one BRONZE medal.

Gilmore College offers full Certificates in the Industry areas of: Metals & Engineering, Automotive, Hospitality, Horticulture, Visage, Information Technology, Business and Leadership Development. These courses are offered in partnership with SMYL and Challenger TAFE.

Gilmore will be offering more courses under auspicings arrangements for 2010 due to the reduction in Profile funding through Challenger TAFE. We will also be sourcing private RTO's as a result of increasing costs associated with auspicings and service delivery arrangements. Discussions have also begun for the PACT to apply for RTO status to further expand students training options.



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## Senior School Performance- ATAR-TEE Results

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### Top Students

Premier Students 2009

**Premier Student Universal – Ryan Whidett**

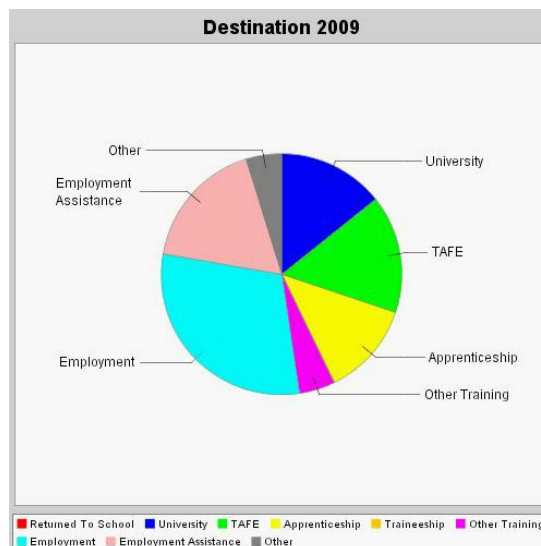
**Premier Student Services – Kayla Odermatt**

**Premier Student Engineering - Thomas Knight-Wagner**

2009 Graduation Rate 98%

Post School Destination data indicates the success of Gilmore College year 12 students with 100% of students wishing to gain entrance to University gaining access to their first preference at the University of their choice. Students from Gilmore College will be attending UWA, Edith Cowan, Murdoch and Notre Damme Universities.

Year 12 students at Gilmore College in 2009 performed above the state mean in English, Mathematics and Applied Information Technology and excellent effort by the teachers and students in these respective Learning Area.



Teachers at Gilmore College will be working to ensure that our ATAR results continue to improve with a focus on Examination Literacy and Assessment Moderation. We will be working with PACT schools to ensure student results and teacher judgments are comparable with state-wide exam results at the conclusion of year 12. Student course selection will be a major focus to ensure students can take advantage of school strength areas.

University	Course Selected
ECU	Computer Science
Murdoch	Commerce
Murdoch	Forensic Science
ECU	Double Degree Contemporary Performance Theatre Studies
ECU	Nursing
Murdoch	Psychology
Murdoch	Games Art & Design
Murdoch	Sustainable Energy
ECU	Conservation and Wildlife Biology
Murdoch	Journalism
UWA	Sports Science

University Course Offers 2009 – Gilmore College

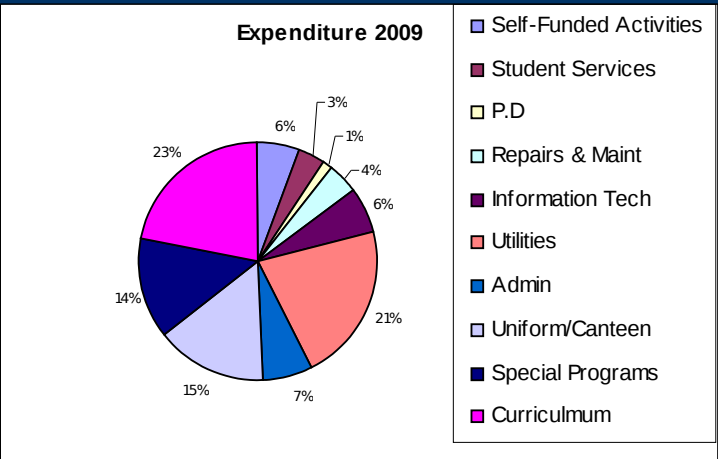
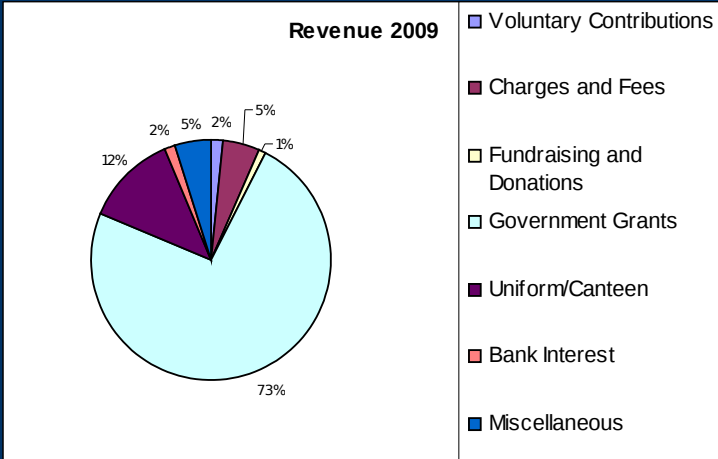
### Financial Report 2009

#### Revenue 2009

Voluntary Contributions	\$	30,784.00
Charges and Fees	\$	103,035.00
Fundraising and Donations	\$	12,216.00
Government Grants	\$	1,465,391.00
Uniform/Canteen	\$	241,511.00
Bank Interest	\$	37,162.00
Miscellaneous	\$	91,047.00
<b>Total Revenue</b>	<b>\$</b>	<b>1,981,146.00</b>

#### Expenditure 2009

Self-Funded Activities	\$	56,341.00
Student Services	\$	32,603.00
P.D	\$	13,580.00
Repairs & Maint	\$	40,477.00
Information Tech	\$	57,165.00
Utilities	\$	202,899.00
Admin	\$	61,827.00
Uniform/Canteen	\$	142,807.00
Special Programs	\$	131,083.00
Curriculum	\$	208,452.95
<b>Total Expenditure</b>	<b>\$</b>	<b>947,234.95</b>



#### Budget 2009

The 2009 operation budget for the school was \$1, 981,146 (excluding salaries). \$339,535 of the budget was used to support teaching and learning programs in the school. All teaching staff (74) have engaged in minimum of 9 days of professional learning equating to equating to a minimum average of \$2,835 per teacher.

Of significance is the salary component used to address literacy and numeracy in the school. These figures do not appear in the operational budget but include: Getting It Right Literacy; Getting it Right Numeracy; Education Assist in Literacy; ITAS tutoring; Follow the Dream Coord; Curriculum Leaders and teacher relief cost for staff to attend appropriate professional learning opportunities.