



 Gilmore College

2010 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. Further work will be done in 2011 in regard to behaviour.

#### SPECIAL PROGRAMS

##### PACT

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

##### .Engineering

Due to the success of the KIC program Gilmore College is offering an Education Department endorsed Specialist Program in Engineering

from 2011. This is an exciting initiative for students and includes strong school/industry links in the Kwinana region

#### 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.*

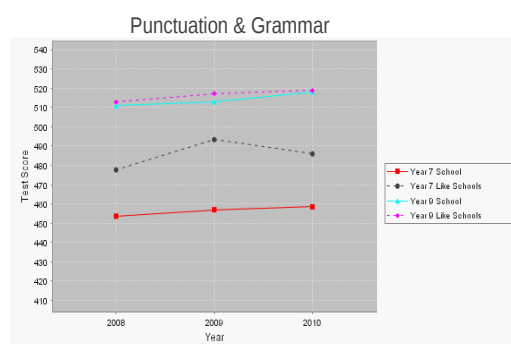
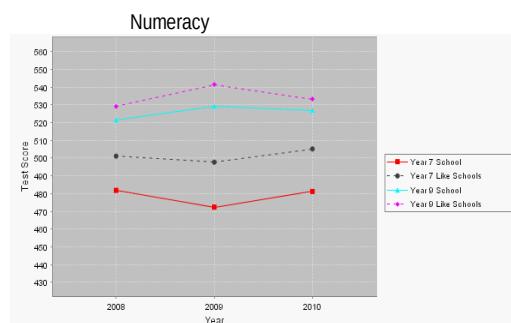
*Conservation of the environment*



## NAPLAN 2010

### Year 7 and Year 9 Testing Results

The National Assessment Program Literacy and Numeracy was conducted in May 2010 for Year 7 and Year 9 students at Gilmore College, assessing the relative performance of Year 7 and 9 students in numeracy, reading, punctuation and grammar, writing and spelling. Reading is a whole school literacy priority at Gilmore College.



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.

### Year 12 Participation

	Eligible Year 12 Students	Number acquiring a TER (ATAR)		VET – No of students in a Cert II or higher		VET – No of students completing a Cert II or higher	
2009	64	14	22%	56	88%	30	47%
2010	83	13	16%	64	77%	44	53%

In 2010 13 students sat WACE exams. Subjects with very small student numbers were offered through the PACT, an alliance of six Senior High Schools working together to ensure face to face teaching can occur. In 2010 8% of students acquiring a TER achieved an ATAR of 75% or more.

Eighty three students were eligible to attain a WACE in 2010 and 96% of these students were successful in attaining WACE.

Teachers at Gilmore College work to ensure that ATAR results continue to improve with a focus on Examination Literacy and Assessment Moderation. We work with PACT schools to ensure student results and teacher judgments are comparable with state-wide exam results at the conclusion of year 12.

### Year 12 ATAR destinations

Student course selection is a major focus to ensure students select appropriate subjects. 9 students were accepted into University courses and a further three accepted courses in Aeronautics, Animal Science and Sport & Fitness at other tertiary training centres.

University	Course Selected
UWA	Engineering
UWA	Arts - History
UWA	Science
UWA	Arts – Political & International Studies
Notre Dame	Teaching (Primary)
Murdoch	Industrial Computing Systems
Murdoch	Arts
Murdoch	Nursing
ECU	Media

### Apparent Retention & Progression (%)

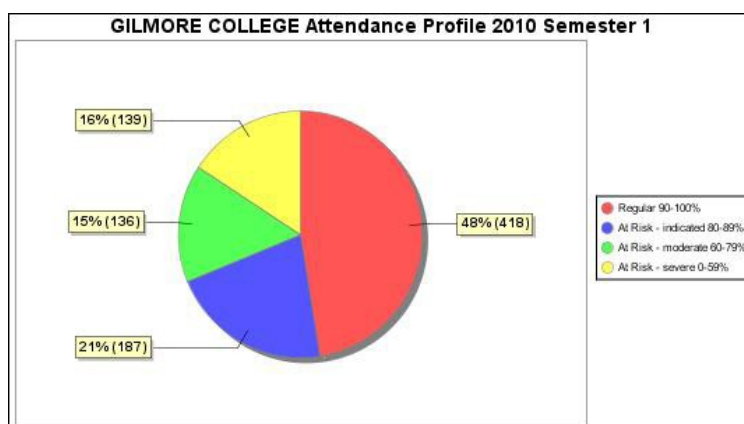
	Years 8 - 10	Years 8 – 12	Years 10 - 12	Years 10 - 11	Years 11-12
2009	94%	64%	56%	100%	59%
2010	93%	67%	60%	86%	60%

Retention rates from Year 8 – 10 are increasing, now at 67%. Many leave in years 11 and 12 for traineeships, apprenticeships and employment.

### Attendance

Regular attendance is critical to improving student academic achievement. 48% of students at Gilmore College attended regularly in Semester 1 2010, a 4% improvement from 2009. This figure is still too low. 90% attendance is required to improve student learning outcomes.

A comprehensive attendance plan has improved student attendance and is a strategy at Gilmore College which will continue in 2011.



### Secondary attendance

	Non - Aboriginal		Aboriginal	
	School	State	School	State
2008	83.4%	89.1%	68.2%	67.4%
2009	83.2%	89.3%	70.3%	66.9%
2010	81.1%	89.0%	64.1%	65.8%

### Primary attendance

	Non - Aboriginal		Aboriginal	
	School	State	School	State
2008	88.3%	93.6%	76.0%	80.7%
2009	90.2%	93.9%	71.9%	81.1%
2010	90.6%	93.9%	92.6%	82.6%

Attendance rates are still of concern. The school sets targets for improvement and uses a range of strategies, including early intervention, better monitoring and reward systems to improve attendance. In 2011 Gilmore College will continue efforts to improve attendance and will participate in an Education Department pilot program aimed at improvement.

## Staff Management Information

Gilmore College had 56 teaching staff, 18 administrative staff and 47 non- teaching staff, using an FTE of 107. (Not all staff are full time.)

## Special Achievements 2010

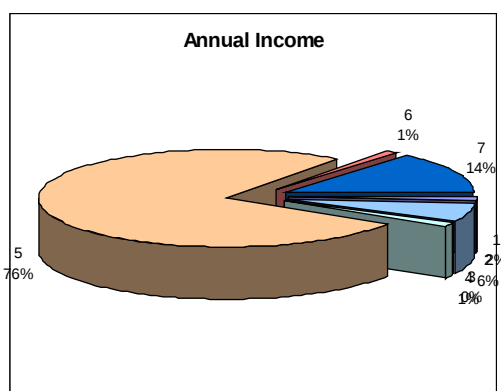
Dylan Pratt Yr12	Certificate of Distinction, Integrated Science. Certificate of Excellence	Jake Quartermaine	Verve Energy Scholarship – Rising Stars
		Travis Cooper	Verve Energy Scholarship – Rising Stars
Dylan Pratt	Dux, Gilmore College	Dale Valkenstrom	Verve Energy Scholarship – Rising Stars
Toni Northal	VET Dux, Gilmore College	Tahj Hilzinger-Smith	Winner - Writing it Up – My Story Competition (National Secondary Division)
Brooke Baker	Finalist - NEITA ASG/Inspirational Teaching Award	Mr Rob Guest	D&T Teacher of the Year
Danielle Penfold	Finalist Young People Who Care Awards; Caring together	Zoe Adams	Winner – Leadership - Town of Kwinana, LyriK Awards
Brooke Kerr	Finalist Young People Who Care Awards; Caring together	Lucaan Cooper	Runner up – Leadership - Town of Kwinana LyriK Awards
Daniel Philip	Finalist Young People Who Care Awards; Caring together	Trent Buswell	Winner – Mateship - Town of Kwinana LyriK Awards
Zee Maricowits	Finalist Young People Who Care Awards; Caring together	Cassandrah Nicholson	Runner up – Achievement - Town of Kwinana LyriK Awards
Aleasha Rahmadi	Verve Energy Scholarship – Uni Link	Kristie Nicholson	Winner – Inspiration - Town of Kwinana LyriK Awards
Gilmore College	Top 50 VET schools Award	Tajh Hilzinger-Smith	Winner – Respect - Town of Kwinana LyriK Awards
Gilmore College	Winner - WA Education Awards 2010 - WA Innovative School of the Year	Yr7 Clontarf Boys	Winner – Teamwork - Town of Kwinana LyriK Awards
PACT Student Leadership Conference Winners – Interschool Challenge 2010		Carol Daniels (Staff)	Masters in Education



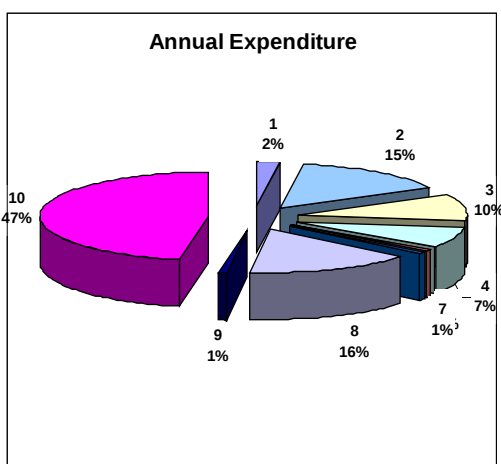


## SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2010

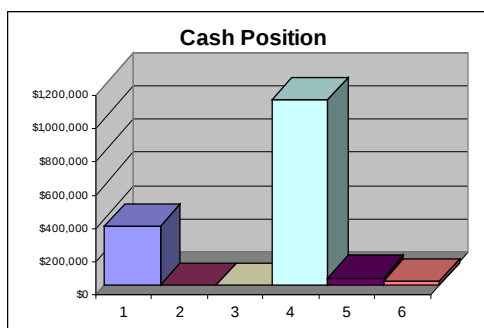
Annual Income		
	Budget	Actual
1 Voluntary Contributions	\$32,500	\$30,653
2 Charges and Fees	\$40,353	\$124,220
3 P & C Contributions	\$0	\$0
4 Fundraising and Donations	\$723	\$19,207
5 State Government Grants	\$1,375,000	\$1,554,320
6 Commonwealth Govt Grants	\$18,700	\$18,700
7 Miscellaneous	\$202,585	\$283,886
<b>Total Income</b>	<b>\$1,669,861</b>	<b>\$2,030,986</b>
Transfer from Reserves/Gift Funds	\$35,600	\$235,852
Opening Balance	\$376,668	\$376,668
<b>Total Funds Available</b>	<b>\$2,082,129</b>	<b>\$2,643,506</b>



Annual Expenditure		
	Budget	Actual
1 Administration	\$44,981	\$45,148
2 Utilities	\$172,160	\$287,194
3 Repairs and Maintenance	\$70,790	\$192,871
4 Capital Works	\$35,600	\$141,858
5 Assets and Resources	\$0	\$0
6 Leases	\$10,500	\$10,186
7 Professional Development	\$8,000	\$19,565
8 Education Programs	\$298,115	\$302,768
9 Student Services	\$37,170	\$19,465
10 Miscellaneous	\$1,263,875	\$907,224
<b>Total Expenditure</b>	<b>\$1,941,191</b>	<b>\$1,926,279</b>
Transfer to Asset Reserves	\$103,578	\$619,078
<b>Total Funds Carry Forward</b>	<b>\$37,360</b>	<b>\$98,149</b>



Cash Position as at: (insert date)	
Bank Balance	\$1,527,169
Made up of:	
1 Carry Over Grants (committed)	\$350,995
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$1,108,794
5 Suspense Accounts	\$42,775
6 Uncommitted Funds	\$24,605
<b>Total Bank Balance</b>	<b>\$1,527,169</b>



Other financial information			
Voluntary contributions collection rate	25.9%	Total creditors as at: 31.12.2010	\$4,746
Total bad debts written off for the year	\$44,823	Total Debtors as at: (insert date)	\$0
Total assets/resources written off for the year	\$0	Total value of new leases for the year	\$0

A brief comment on the financial performance for the year:

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