



## School Profile

In 2008 Gilmore College moved into new facilities consisting of a year 7-9 middle school and a year 10-12 senior school. The new school will form part of an integrated learning environment known as the Kwinana Education and Training Precinct. It will combine with Orelia Primary Gilmore College and Challenger TAFE to provide an exciting new era for education in the Kwinana Community. To this end our **vision for the future** is to create a **Learning Community** where there is a strong commitment to bringing together individual, institutional and community stakeholders to provide the resources to enhance the life opportunities of all young people in a process of lifelong learning.

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.

## Our Values & Beliefs

Our values influence our behaviour and give purpose to our lives. The teaching staff at Gilmore College seek to ensure that all students are able to develop the following core-shared values:

*A pursuit of knowledge and a commitment to the achievement of potential;*

*Self-acceptance and respect of self;*

*Respect and concern for others and their rights;*

*Social and civic responsibility; and*

*Environmental responsibility.*

## 2007 Top Students

Premier Students for 2007

General Studies – Kortney Wright

Vocational Course – Jessica Bullock

TEE Course – Roy Gordon

2007 Graduation Rate 96%

22nd Top Vocational Education and Training School in the State.

## Our Ethos

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.

## 2007 Our 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*



## Secondary Graduation / Destinations

In 2007 we had a small cohort of 57 year 12 students. All but two students achieved their WA Certificate of Education (WACE) giving us a graduation rate of 96%.

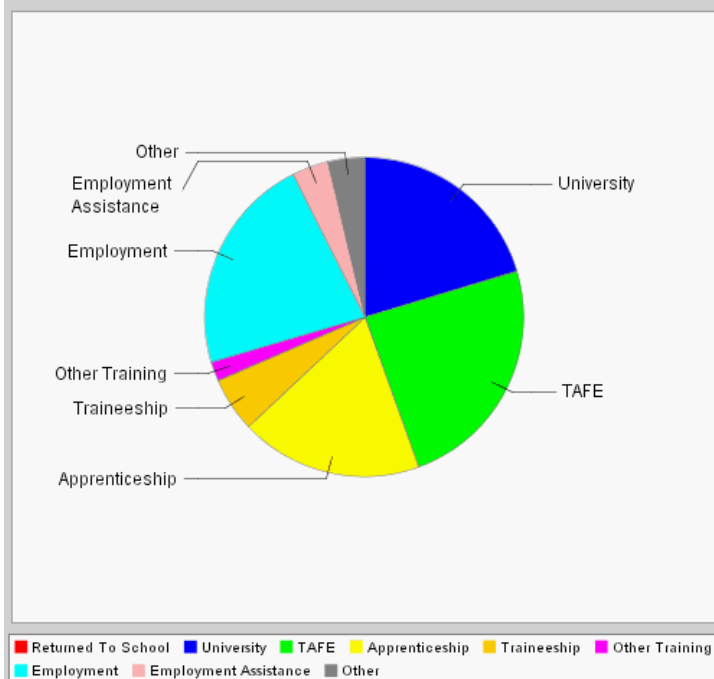
The vast majority of students are finding opportunities after exiting school: 44% of students were successful in gaining positions at University or TAFE, 26% gained Apprenticeships or Traineeships and 22% accessing employment opportunities. These figures compare favourably with like schools across the state. Students access to employment increased by 11% from 2006. We have reviewed our Good Standing Policy and have implemented an Advocacy Program to monitor student progress more closely. This will allow us to strategically intervene to support and improve student performance.

There were only 11 Tertiary Entrance students who sat their TEE. All students were accepted into a university course of their choice.

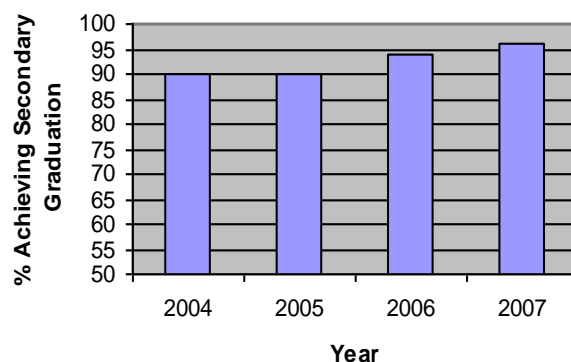
## VET Success

- 24 Year 12's successfully completed School Based Traineeships in areas of: Metals & Fabrication, Hospitality, Horticulture and Automotive.
- Scott Reid completed an Aboriginal School Based Traineeship in Hospitality. He successfully gained an apprenticeship in the Tea Rooms at Rottnest Island.
- Verve Energy supports the new Electro technology program at Gilmore College. The company has donated a computerised vertical milling machine that will enable students to take their engineering projects to a new level.
- Metals & Engineering student, Paul Ford, won the State wide competition for World Skills. He will compete in Sydney in 2008 in the National competition.
- Verve Energy sponsors a number of scholarships. The two Rising Star winners were Chris Budd and Thomas Knight-Wagner. The Uni Link Scholarship was won by Joseph Digas.
- 6 Year 11 and 3 year 10 students picked up apprenticeships in the areas of Metals Fabrication Hospitality, Carpentry and Automotive. Some apprenticeships were a direct result of partnerships such as the WorkSmart program with Challenger TAFE, Austal Ships and Tenix.
- VET courses offered at KSHS in partnership with Challenger TAFE and SMYL - Full Certificates: Automotive, Metals Fab, Hospitality, Information Tech, Horticulture, Visage, Building & Construction.
- 85% of our KIC Metals and Engineering students picked up Apprenticeships at the end of 2007. A further 16 students from year 12 progressed to apprenticeships.
- Overall increase in VET numbers, School ranked 22nd in State. The results are based on certificate completion. Students who successfully gained apprenticeships and did not complete the qualification at school contributed to the lower ranking.
- ALCOA Future Woman in Industry Scholarship recipient Holly Franklin was successful in gaining a Metals Fabrication Apprenticeship at ALCOA

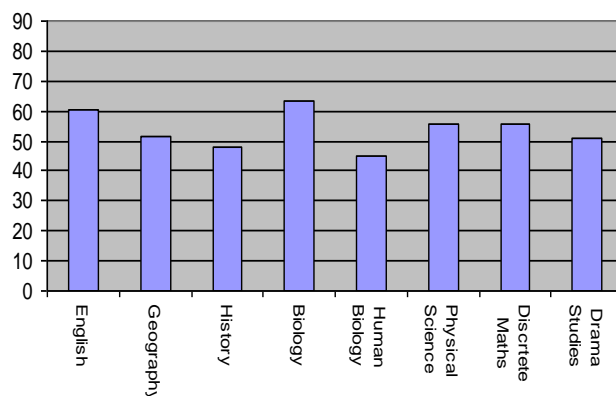
**Destination 2007**



**Students Achieving Secondary Graduation**



**Mean TEE Results by Subject**



## Literacy & Numeracy

Our data indicates that at the beginning of 2006, 37% of the year 8 cohort achieved below an acceptable minimal standard for reading (benchmark) in their previous year's WALNA tests (Year7). After two years at Gilmore College the MSE 9 tests indicate that only 25% of students remained below the benchmark. This indicates a movement of 12% of students from below to above benchmark.

In reading, at the beginning of 2006, 63% of students performed above the benchmark. Students were tested again as year 9 students in 2007. These tests indicate that 74% of students were above the benchmark. This is a movement of 11% of students from below to above benchmark.

In Mathematics, at the beginning of 2006, 62% of students performed above the benchmark. Students were tested again as year 9 students in 2007. These tests indicate that 75% of students were above the benchmark. This is a movement of 13% of students from below to above benchmark.

The data indicates that the majority of students enter Gilmore College with 'Limited' or 'Some Achievement' in literacy and numeracy attainment. Although the statistics indicate that the school adds value to students progress there still remains a gap in student performance against the median state scores.

## Learning Area Outcomes

As a guide to performance a prerequisite for most year 11 courses of study is level 4. At the end of year 10, 4% of students achieved level 5 in English and over 51% achieved at level 4 in all strands.

In mathematics an average of 18% of students achieved level 5 with over 56% of students achieving level 4 or better. Students performed best in the measurement strand with Working Mathematically being an area for improvement.

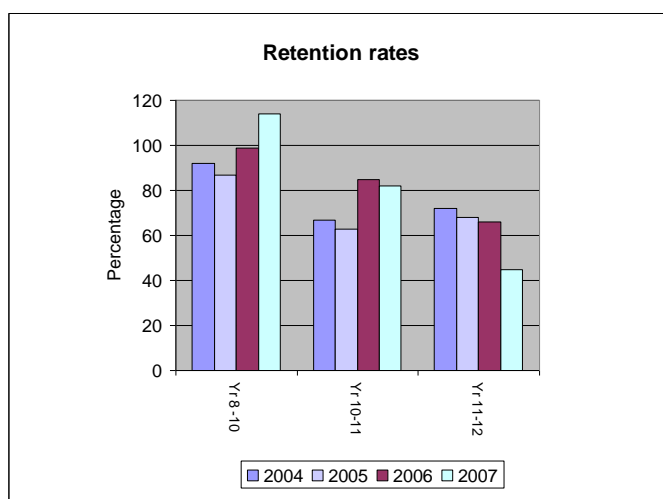
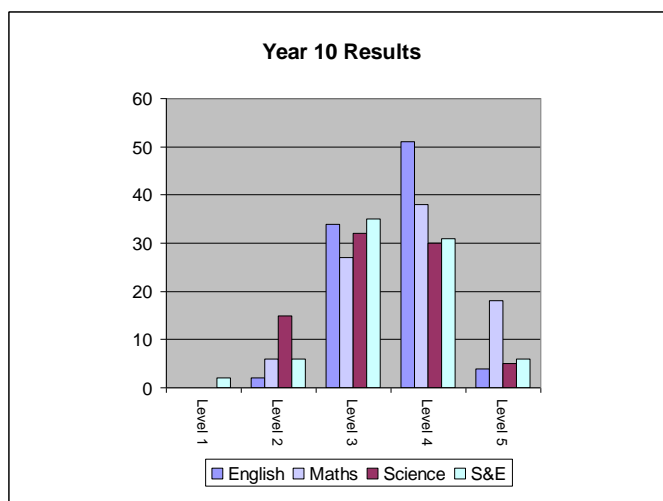
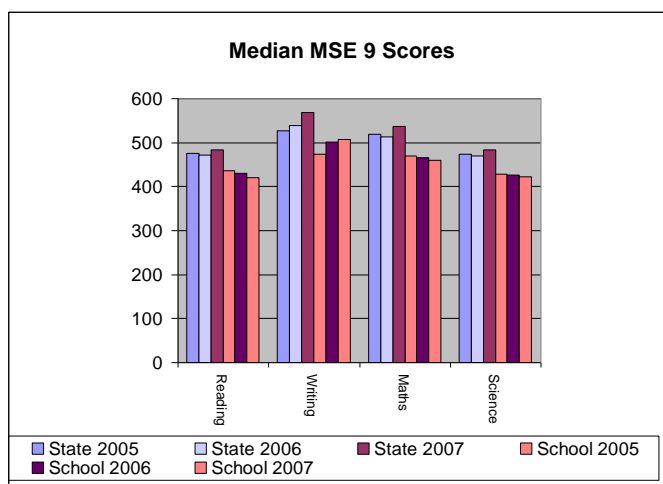
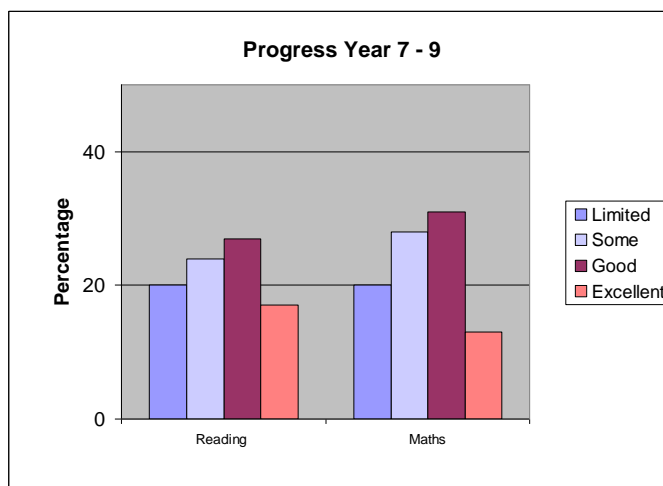
Students performed well in Life and Living and Investigating Scientifically in the science learning area and over 31% of students achieved at level 4.

There was a consistent performance across all strands in Society and Environment with over 40% of students achieving level 4 or better.

## Retention Rates

Retention rates have improved particularly in the year 8 to 10 range although transiency of students remains an issue. Enrolments fluctuate as students leave for various reasons throughout a term with new students enrolling at the beginning of a term or semester.

The retention from year 10-11 has remained high although a number of students are accessing fulltime employment. The flow on of students from year 11 to 12 is not expected to improve as many of our VET students are picking up apprenticeships or other employment opportunities. The buoyant economy has had an effect on our year 12 participation rates and those students studying for tertiary entrance.



## Attendance Data

Regular attendance is critical for the development of students. Our attendance data at Gilmore College demonstrates that an average of 84% of students take this responsibility seriously. This is a decrease in attendance from 2006. In 2008 additional support will be provided to the learning teams to target identified students and incentives put in place to acknowledge those students who attend more than 90% of the time.

Teaching staff have an attendance rate of 99% with a retention rate of 76%. School Support staff have an attendance rate of 94%

Attendance targets have been set for 2008 which will see a 5% increase in the number of students in the 90-100% band and the 80-90% attendance band.

## Values Education

Since 2004 all year 8 and 10 students have been tested on core values to establish baseline data for us to measure and plan for improvement. In 2007 our year 8 students scored below average in the broad area of "A Pursuit of Knowledge and a Commitment to Achievement of Potential". Of particular concern in this area were the results in the area of "The Pursuit of Personal Excellence". Other areas of concern were – Values Systems; Initiative and Enterprise; Community; Responsibility and Freedom and Conservation of the Environment. A number of strategies were put into place to enhance these values including the explicit teaching of values in years 7 & 8. Students followed this up with a parent forum, conducted by students, on values.

Our suspension data reinforces a need to continue to address the way in which students resolve conflict and how they interact with one another. Programs and Initiatives in place include: the move to a middle schooling environment; professional development for staff in Classroom Management and Instructional Strategies; working in collaboration with Primary schools and additional School Psychology services to develop and implement anti bullying and cooperative learning strategies.

## Budget 2007

The 2007 operation budget for the school was \$711,487 (excluding salaries). \$187,630 of the budget was used to support teaching and learning programs in the school. All teaching staff (58) have engaged in minimum of 9 days of professional learning equating to \$2610 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; CMS coordinator; and teacher relief cost for staff to attend appropriate professional learning opportunities.

