



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 combines 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.

2008 Top Students

Premier Students for 2008

Premier Student Universal - Christon Altman

Premier Student Services – Cree- Ann Nutt

Premier Student Engineering – Matthew Brlevich

2008 Graduation Rate 98%

Check with **PATRICE Top Vocational Education and Training School** in the State.

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.

2008 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 2008 we had a small cohort of 56 year 12 students. All but one student achieved their WA Certificate of Education (WACE) giving us a graduation rate of 98%.

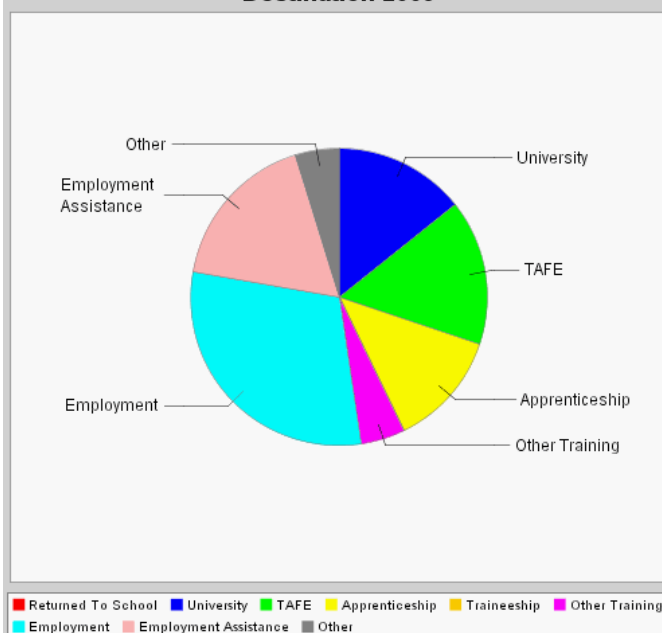
The vast majority of students are finding opportunities after exiting school: 14.3% of students were successful in gaining positions at University, 15.9% TAFE, 12.7% gained Apprenticeships or Traineeships and 30.2% accessing employment opportunities. These figures compare favourably with like schools across the state. Students access to employment increased by 8 % from 2007. We have implemented a refined 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 8 Tertiary Entrance students who sat their TEE. All students were accepted into a university course of their choice.

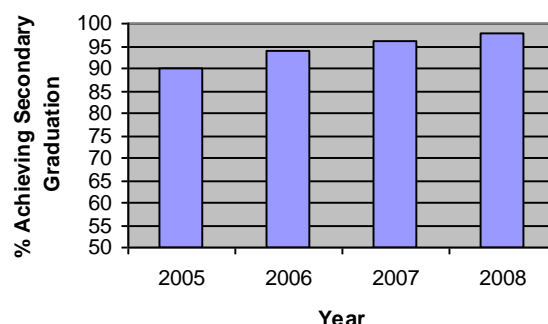
VET Success

- 19 out of 22 Year 12's completed School Based Traineeships in the areas of: Metals & Fabrication, Hospitality, Horticulture and Automotive
- All 3 of our SBT's in the Automotive program set up in 2006 through SMYL/TAFE/Gilmore gained apprenticeships.
- Set up a new program in partnership with Challenger TAFE - Year 10 Automotive Course
- SAL Auto program - 4 out of 8 gained apprenticeships, one moved in to a different pathway, one went on to the Australian Technical College, two returned to school to complete Year 12.
- Verve Energy sponsors scholarships - Two Rising Stars, Mitchell Blackburn and Sam Baldacchino. The Uni link scholarship was won by Ryan Whiddett.
- KIC program had 7 of 14 students left in the program by 2008 after several students were picked up in apprenticeships. Jeffrey Burnet Top VET student gained an apprenticeship at ALCOA. The remaining students went on to further study at TAFE in Drafting, get part-time work and one student has returned to complete the program as he encountered personal difficulties that prevented him from doing so last year. This student is at the top of the class and received the Principal's award for an outstanding Sem. 1 report.
- VET programs offered at Gilmore College in partnership with Challenger TAFE/ SMYL and the Apprenticentre - Full Certificates : Automotive, Metals & Engineering, Hospitality, Visage, Electrotechnology, Information Technology, Business and Leadership Development.
- 10 out of 11 SBNA successfully completed their programs in: Hospitality, Horticulture and Building & Construction
- VET in Schools Achievement rankings were incorrect on the tables. There was a problem with students in ICA10105. They did not get picked up in the data harvested by the Curriculum Council. This was missed by the school as I was on LSL. The CSE007 report was signed off. What we should have done was lodge a job with the helpdesk through VET inSchools and the problem could have been fixed had we known there was a problem. This process has not been overly effective.

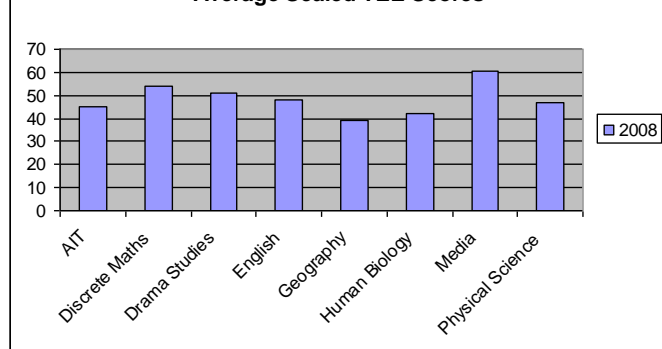
Destination 2009



Percentage Achieving Secondary Graduation



Average Scaled TEE Scores



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.

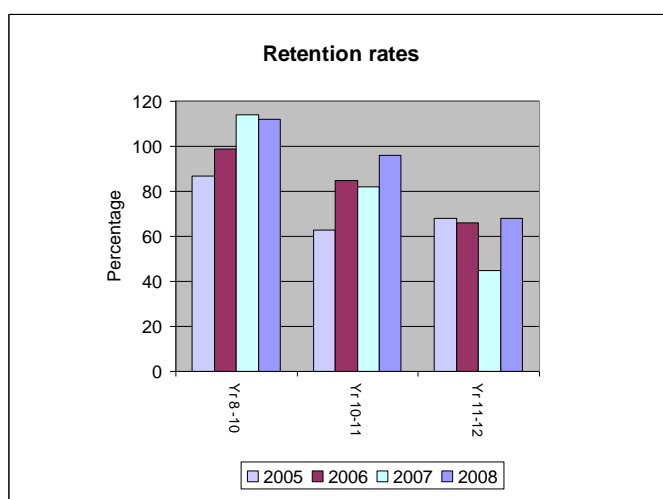
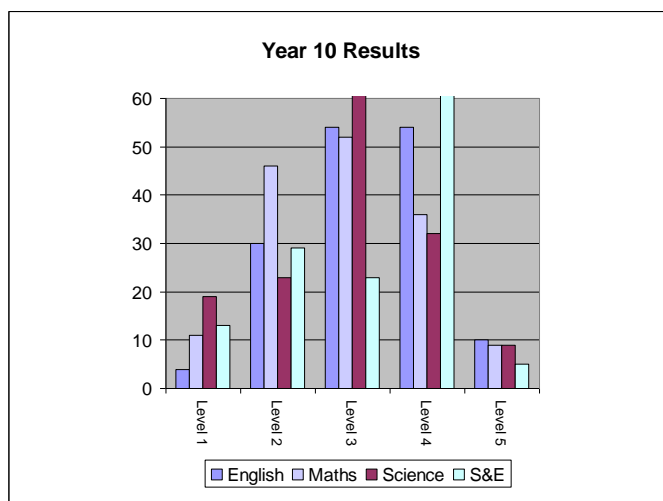
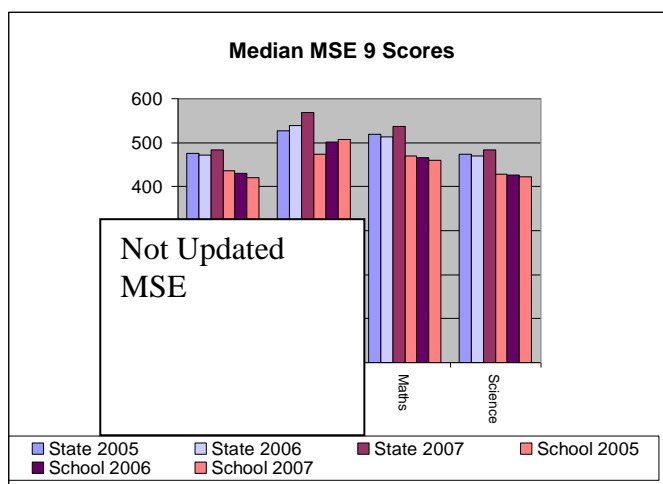
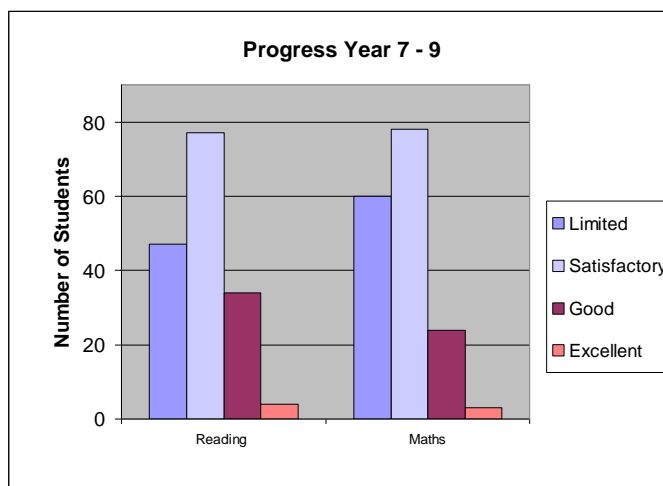
Students performed well in Life and Living and Investigating Scientifically in the science learning area and over 31% of students achieved at level 4.

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.



\$2610
teacher.

per

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 54.6%. School Support staff have an attendance rate of 93.8%

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 2008 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 2008

The 2008 operation budget for the school was \$1 288 126.77 (excluding salaries). \$122 661.77 of the budget was used to support teaching and learning programs in the school. All teaching staff (97) have engaged in minimum of 9 days of professional learning equating to equating to an average of \$1710.00 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.

