



Gilmore College

2011 School Report



// RIGOUR
// RELEVANCE
// RELATIONSHIP

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

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.

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.



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. Hospitality is one of the courses Gilmore offers

Engineering

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



SCHOOL PRIORITIES

2011 – 2014, the priority areas include:

- Building Staff Capacity.
- Raising Standards in Literacy and Numeracy
- Building Partnerships.

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: Our values influence our behavior and give purpose to our lives. We 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.
- Environmental responsibility.

Gilmore College opened in January 2008 after the closure of Kwinana Senior High School. The College serves all or part of the following localities: Anketell, Bertram, Calista, Casuarina, Henderson, Hope Valley, Kwinana, Leda, Mandogalup, Medina, Naval Base, Postans, The Spectacles, Oakford, Orelia, Parmelia, Wattleup and Wellard.

Gilmore College is a state of the art secondary school, custom built to cater for the changing educational needs of adolescent learners. It is a Year 7 – 12 campus offering academic programs across the seven Learning Areas, including: The Arts, English, Health and Physical Education, Mathematics, Science, Society and Environment, and Technology and Enterprise. Vocational Education and Training (VET) delivers a successful program in the Senior School.

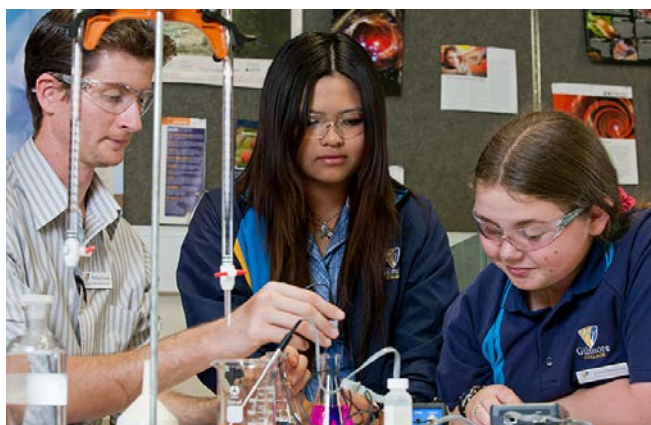
A Program Coordinator manages all aspects of the VET program across the Senior School, including partnerships with business, industry and community organisations within the Kwinana district. Students graduating from Gilmore are not only well equipped for enrolment in tertiary courses at University or at TAFE, but also for coping with the demands that employment places upon them if they choose to go out into the world of work.

At Gilmore College we not only aim to fulfil the academic potential of our students, but do so in an environment of care and concern based on core values.

Positive relationships are at the heart of effective learning and we are committed to making sure students are supported by staff that care, know them well, and encourage them to achieve. The College has a number of support staff available to work with students, including Aboriginal and Islander Education Officers, Attendance Officer, College Chaplain, College Psychologist, College Youth Worker and Community Nurse.

A 2011 survey of parents found that most parents were satisfied with their child's progress and the support they received.

Parents were most concerned about the schools ability to achieve high standards of student behaviour. In response to this, behavioural boundaries and guidelines have been established and all of our teachers are committed to establishing safe, supportive and respectful learning environments.



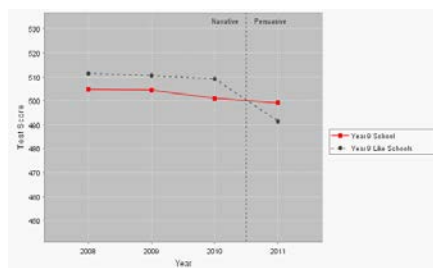


NAPLAN 2011

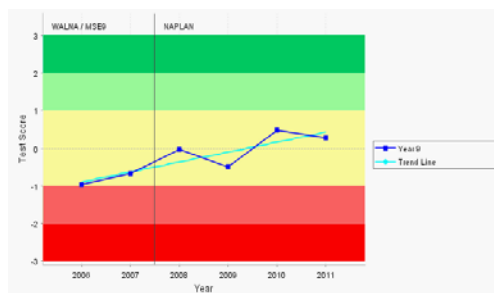
The National Assessment Program Literacy and Numeracy was conducted in May 2011 for Year 7 and Year 9 students at Gilmore College, assessing the relative performance of Year 7 and 9 students in numeracy, reading, punctuation and grammar, writing and spelling. Reading is a whole school literacy priority at Gilmore College.

Year 7 and Year 9 Testing Results

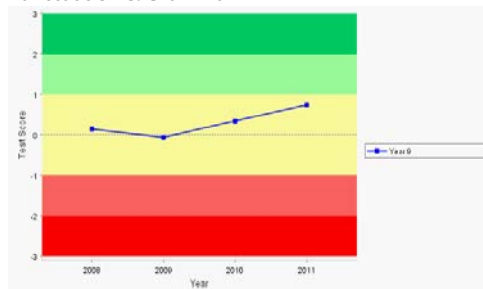
Writing



Numeracy



Punctuation & Grammar



Whilst there has been satisfactory progress made in writing, punctuation & grammar and numeracy, Gilmore College still needs to lift standards.

The 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 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.

In 2012, all Year 8 students will be involved in a Literacy Strategy that integrates Society & Environment and English. For four mornings a week the students will study in a two hour block of highly structured learning designed to be engaging and to build literacy skills.

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%
2011	48	9	19%	41	85%	34	71%

In 2011 nine 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 2011 four students achieved an ATAR of 75% or more. Four students gained a Certificate of Excellence and one received a Certificate of Distinction from the Curriculum Council.

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.

	Number acquiring an ATAR	Percentage achieving one or more scaled scores of 75+
2009	14	7%
2010	13	8%
2011	9	11%

Forty eight students were eligible to attain a WACE in 2011 and 96% of these students were successful in attaining WACE.

	Eligible Year 12 Students	Percentage achieving WACE
2009	64	97%
2010	83	96%
2011	48	96%

Of the nine 2011 ATAR students Gilmore College is aware of two choosing Curtin University, one with a \$24,000 scholarship.

Three students chose to accept offers to Murdoch University with one gaining a scholarship.

One student chose to study pre-police at TAFE.

University	Course Selected
Curtin	Engineering
Curtin	Social Work
Murdoch	Animal Science
Murdoch	Arts
Murdoch	Theatre/Media
TAFE	Pre Police

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%
2011	95%	43%	46%	94%	53%

Retention rates from Year 8 – 10 are increasing, now at 95%. Many students leave in years 11 and 12 for traineeships, apprenticeships and employment.

Students studying Stage 2 and Stage 3 WACE examination course are performing as expected. In fact, in 2011 students from Gilmore College had some excellent results with one gaining a Curriculum Council Certificate of Excellence and a Certificate of Distinction and four more gaining Certificates of Excellence.

Secondary attendance

	Non - Aboriginal		Aboriginal	
	School	State	School	State
2009	83.2%	89.3%	70.3%	66.9%
2010	81.3%	89.2%	64.1%	66.6%
2011	84.0%	89.0%	71.9%	67.1%

Primary attendance

	Non - Aboriginal		Aboriginal	
	School	State	School	State
2009	90.2%	93.9%	71.9%	81.1%
2010	90.6%	93.9%	92.6%	82.6%
2011	90.4%	93.7%	82.9%	81.6%

Attendance

Regular attendance is critical to improving student academic achievement. 64% of primary students and 60% of secondary students at Gilmore College attended regularly in Semester 1 2011, an improvement from 2010. 36% of primary and 40% of secondary students are in an at risk category.

90% attendance is required to improve student learning outcomes.

A comprehensive attendance plan is improving student attendance and is a strategy at Gilmore College which will continue in 2012.

Attendance rates are still of concern. The school sets targets for improvement and uses a range of strategies, including early intervention, monitoring and reward systems to improve attendance.

Staff Management Information

Gilmore College had 61 teaching staff, 12 administrative staff and 39 non- teaching staff, using an FTE of 112. (Not all staff are full time.)

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.



Special Achievements 2011

<p>TOK Educational Scholarships</p> <p><i>Entering Further Education</i> – Kennah Parker and Aleasha Rahmadi</p> <p><i>Entering year 12</i> – Jake Dietsch, Lisa Doomen and Angela Rooney</p> <p><i>Entering year 7</i> – Kaitlin Fleming and Kaitlyn Doyle</p> <p>LyriK Award Winners (Round 13 – June 2011)</p> <p><i>Leadership Award</i> – Zoe Adams</p> <p><i>Friendship Award</i> – Tyra Jacobs-Bolton</p> <p><i>Inspiration Award</i> – Kayla Michael & Tameisha Torres</p> <p><i>Respect Award</i> – Gilmore College Middle School DRUMBEAT Group</p> <p><i>Achievement Award (Highly Commended Nominee)</i> – Thomas Pratt</p> <p>LyriK Award Winners (Round 14 – December 2011)</p> <p><i>Friendship Award</i> – Bonnie Purves-Kerr</p> <p><i>Respect Award</i> – Amy Read</p> <p><i>LyriK Group of the Year</i> - Gilmore College Middle School DRUMBEAT Group</p> <p><i>LyriK Young Person of the Year</i> – Tahj Hilzinger – Smith</p>	<p>World Skills 2011</p> <p><i>Business Services</i> – Teija Blanden Gold</p> <p><i>Information Technology</i> – Vince Gingoyon Participant</p> <p>– Sean Loseby Bronze</p> <p><i>Hospitality</i> – Chloe Bailey Participant</p> <p>– Aaron Turner Participant</p> <p><i>Metals & Engineering</i> – John Sloman Gold</p> <p>– Brendon Bosanac Silver</p> <p>– Nick Pini 4th</p> <p>Verve Scholarships</p> <p>Rising Stars Brendan Bosanac, Jayden Widginton (\$800 each)</p> <p>Uni Link Nicholas Burke (\$800)</p> <p>2011 Top Public Schools Awards</p> <p>Top 50 VET schools – Gilmore College ranked 27th (7th award in 7 years)</p> <p>4 Curriculum Council Certificates of Excellence Wisaurt Amat, Travis Cooper, Brook Cooper, Aleasha Rahmandi</p> <p>1 Curriculum Council Certificate of Distinction Aleasha Rahmandi for Integrated Science – Teacher Michael Smith</p>
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Clontarf Awards

Football Fairest and Best

Junior Fairest and Best - Justin Woodley

Junior Runner Up Fairest and Best - Remi Gray

Senior Fairest and Best - Eric Wynne-Mourish

Senior Runner Up Fairest and Best - James Dalgetty

Spirit of Clontarf Award

Year 7 - Brad Pereyra

Year 8 - John Garlett

Year 9 - Julian Pereyra

Year 10 - Jesse Drage

Year 11 - Katyn Culbong

Year 12 - James Dalgetty

Premiers Australia Day Active Citizenship Awards (Kwinana)

Kennah Parker

Higher Education Entry

Aleasha Rahmandi Science/Engineering Curtin University
2 scholarships Town of Kwinana \$24,000 and Verve \$800

Jade Casey Murdoch University entry Arts

Kennah Parker Murdoch University entry
Theatre/Media

Samantha Greenhalgh Animal Science Murdoch
University

Cassie Gamble-Fraser Social Work Curtin University

Taryn Sykes Pre-police TAFE

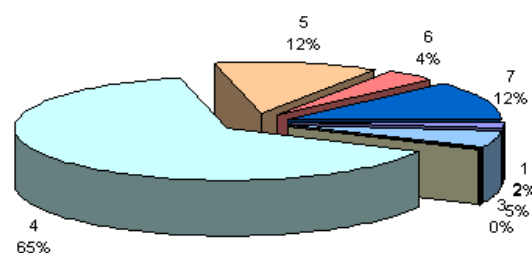


SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2011

Annual Income

	Budget	Actual
1 Voluntary Contributions	\$34,440	\$34,440
2 Charges and Fees	\$110,565	\$110,565
3 Fundraising and Donations	\$6,087	\$6,087
4 Government Grants	\$1,357,205	\$1,357,205
5 Uniform/Canteen Sales	\$339,380	\$264,208
6 Bank Interest	\$83,542	\$83,542
7 Miscellaneous	\$258,930	\$258,930
Total Income	\$2,190,149	\$2,114,977
Transfer from Reserves/Gift Funds	\$0	\$0
Opening Balance	\$0	\$0
Total Funds Available	\$2,190,149	\$2,114,977

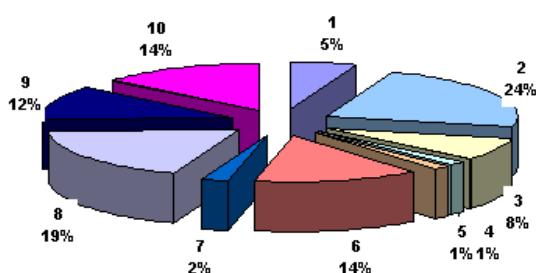
Annual Income



Annual Expenditure

	Budget	Actual
1 Administration	\$81,497	\$74,051
2 Utilities	\$314,388	\$318,084
3 Repairs and Maintenance	\$109,840	\$103,647
4 Student Services	\$27,432	\$17,069
5 Professional Development	\$34,647	\$20,175
6 Uniform/Canteen	\$239,672	\$192,221
7 Self-Funded Activities	\$32,068	\$28,535
8 Curriculum	\$282,969	\$256,795
9 Special Programs	\$344,521	\$159,377
10 Information Technology	\$177,237	\$188,495
Total Expenditure	\$1,644,271	\$1,358,449
Transfer to Reserves	\$500,000	\$500,000
Total Funds Carry Forward	\$45,878	\$256,528

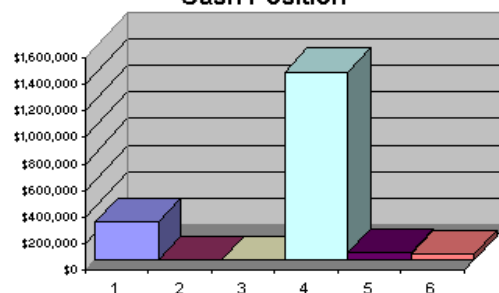
Annual Expenditure



Cash Position as at: 31 Dec 2011

Bank Balance	\$1,789,928
Made up of:	
1 Carry Over Grants (committed)	\$283,624
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$1,409,186
5 Suspense Accounts	\$53,870
6 Uncommitted Funds	\$43,248
Total Bank Balance	\$1,789,928

Cash Position



Other financial information

Voluntary contributions collection rate	26.1%	Total creditors as at: 31.12.11	\$7,141
Total bad debts written off for the year	\$16,845	Total Debtors as at: 31.12.11	\$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:
