



Gilmore College

2014 School Report

Gilmore College Ethos

Rigour

We have high expectation 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 to achieve the best possible outcomes for them.

Relationships

We build relationships based on trust, mutual respect and the acceptance of rights and responsibilities within the College community.

We recognise the value of positive partnerships with parents and carers, students, staff and the wider community to provide quality education.

Background

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 Year 7 - 12 campus, offering programs across The Arts, English, Health and Physical Education, Mathematics, Science, Society and Environment, and Technology and Enterprise.

The Vocational Education and Training (VET) delivers Certificate II level courses including: Specialist Engineering, Hospitality, Business, Industrial Studies, Plant Mechanic (Heavy Diesel), Building & Construction and Information Technology.



School Priorities

2012 – 2015; 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 behaviour 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.

The Student Services Team at the College has a number of support staff available to work with students, including Aboriginal and Islander Education Officers, a Chaplain, a Psychologist, a Youth Worker and a Community Nurse. A Level 4 Associate Principal, Year Managers, Youth Support Officers and Year Coordinators all work with students at risk and provide pastoral care.

External Partnerships – Extended Services

The College works in partnership with many external agencies including: The Smith Family, the Young Parents Program, Aspire, UWA, Murdoch, PACT, Beacon, KIC, David Wirrpunda Foundation – Deadly Sista Girlz, Clontarf, Water Authority and Follow the Dream.

VET AND ATAR Pathways

VET

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.

ATAR

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.

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.

Specialist Engineering

Gilmore College offers a Department Of Education endorsed Specialist Program in Engineering. This is run as a Traineeship in partnership with the Kwinana Industries Council (KIC).

Automotive – Heavy Diesel Mechanic

Gilmore College will offer a new course in heavy diesel mechanics for 2015. Students will access Challenger Automotive TAFE one day per week.

Work Connect

Work Connect is a class for a group of Year 10, 11 and 12 students who have been identified as needing a different Senior School pathway. The object of the course is to give the students life skills, literacy and numeracy skills helping them gain employment. TAFE, work experience and a wide range of alternative learning activities are accessed.

Instructional Improvement

A range of programs and strategies are used to improve classroom instruction at Gilmore College. These include: Instructional Rounds, Literacy Strategy, Student Training Around Reading (STAR), Follow the Dream, Positive Schools & Classroom Engagement (PS&CE - previously known as CMS) Foundation Program and Instructional Strategies.

STAR

STAR is a literacy program adopted in 2013. It targets students just failing to meet the standard. 2014 statistics showed reading abilities of participants improved, as did their confidence in completing tasks.

The statistics also show this program has a most positive impact on Year 7 and 8 students. Much of the regression from a D grade to an E grade is due to lack of attendance, which increases with older students.

In 2014, the STAR program employed 5 staff, 4 part time teaching staff and 1 full time education assistant (EA). The program involved students who were achieving a 'D' grade in English being removed from regular classes 2-3 times per week to work in small groups with a STAR teacher. During small groups sessions, students were involved in guided reading activities, intensive writing sessions and were assisted in the completion of assessment and class work.

STAR students grade distribution after intervention

2014	B	C	D	E	NUMBER
Year 7	2%	46%	37%	9%	59
Year 8	12%	40%	18%	15%	50
Year 9	0%	26%	35%	38%	34
Year 10	3%	21%	33%	43%	33

Academic Extension

In 2013 the College created an Academic Extension class in Year 7. Students applied to be in the class and were tested to gain entry. 2014 saw the second intake group selected. This is a deliberate attempt to raise the number of ATAR students at the College and will be repeated every year for Year 7s. By 2018 the first intake group will be in Year 12. These students are achieving at a high standard.

Year 8 2014

This group formed the foundation Academic Extension Program at Gilmore College. The AEP was advertised at the end of 2012 for intake in 2013. A selection process was undertaken which included testing to select 32 suitable applicants (academically higher across all four MESS areas). The Acer General Ability test was used to pre-test students. Year 6 reporting data as well as a positive reports from their primary schools helped to place these students.

Monitoring was undertaken on a continuous basis throughout the year with students who were not performing to the standard being removed from the program. Once per term meetings with teachers are conducted since the inception of the program and teachers are required to show evidence of 'enrichment' activities undertaken by this group. Teachers are also required to differentiate the curriculum to ensure rigour to the teaching/learning program and to ensure assessments are set using 'Bloom's Taxonomy' to cater for higher order thinking.



Achievement has **improved** in all learning areas with most students moving from **B and C grades in 2013 to an A grade in 2014 (Year 8)**, except in the Science learning area where more students moved from **A grades in 2013 to B and C grades in (Year 8) 2014**.

Year 7 2013 (Year 8 2014)

Learning area grade distribution below:

	English		Maths		Science		HASS	
Grade	2013	2014	2013	2014	2013	2014	2013	2014
A	6	13	12	13	23	10	10	21
B	18	19	13	9	5	15	17	11
C	6	0	5	10	2	6	3	0
D	0	0	0	0	0	1	0	0
E	0	0	0	0	0	0	0	0

Year 7

The Year 7 Academic Extension class 2014 was selected at the end of the 2013 school year by the same process as the previous year. Successful applicants undertook aptitude testing (AGAT) and had to fulfil criteria (high achievement across learning areas).

Monitoring was undertaken on a continuous basis throughout the year with students who were not meeting the grade being removed from the program. Once per term meetings with teachers are conducted since the inception of the program and teachers are required to show evidence of 'enrichment' activities undertaken by this group. Teachers are also required to differentiate the curriculum to ensure rigour to the teaching/learning program and to ensure assessments are set using 'Bloom's taxonomy' to cater for higher order thinking.

Year 7 2014

Learning area grade distribution below:

	English		Maths		Science		HASS	
Grade	SEM 1	SEM 2	SEM 1	SEM 2	SEM 1	SEM 2	SEM 1	SEM 2
A	5	6	10	9	16	23	8	6
B	12	10	12	20	11	6	18	19
C	13	13	8	1	3	1	4	5
D	0	1	0	0	0	0	0	0
E	0	0	0	0	0	0	0	0

Instructional Rounds

Instructional Rounds is a form of classroom observation. It involves teams of teachers and administrators viewing segments of classroom practice. The teams share the information gathered to focus on problems of practice so the College ensure it develops high-quality instruction in all classrooms.

Summary for 2014

6 Instructional Rounds have been conducted: to date, two in 2013 and four during 2014. During this time 6 Problems of Practice have been identified and observations have focused on these (see attached) 43 teachers have been involved in observation and 45 classes have been involved since the inception of IR at Gilmore College.

2 members of the College Board have participated in Instructional Rounds.

3 Federation Principals and 3 Deputy Principals have participated in Instructional Rounds.

Data obtained from debriefs has been summarised.

Debriefs have been conducted with participants who were observers after each Instructional Round (six debriefs) and 2 debriefs involved the whole staff.

Analysis of debriefs identified Problems of Practice tied to the instructional core (content, student, teacher) as well as resources.

Next level of work (2015)

Identification of a Problem of Practice for a whole College focus (curriculum differentiation) and the effect on whole school literacy/numeracy (College priority).

Regular Instructional Rounds in 2015 (time-tabled two or more per term)

Pre-data collection (start of 2015) and post data analysis (end of 2015)

Positive Schools & Classroom Engagement (PS&CE - previously known as CMS) Foundation Program

Positive Schools & Classroom Engagement (PS&CE) is a method of developing teacher skills in Behaviour Management and Instructional Strategies. It teaches staff to use low key methods of managing behaviour. It is used across the whole College so all teachers follow the same method and use the same language.

Wrap Around Programs

Resourceful Adolescent Program - RAP is conducted through Physical Education with all Year 8 students. The program aims to build resilience and provides students with skills to deal with difficult situations.

Work Connect – is a program for students in Years 10, 11 and 12 who have been identified as benefitting from having a mix of school, work experience and TAFE.

Advocacy - is run across the whole College. Each year group has their own program from the ABC Blueprint for Career Development, spelling by a Year Coordinator. Five sessions per term are devoted to the careers program and three to year group assemblies. Two periods a term are used for whole College assemblies.

Literacy Strategy

The Literacy Strategy is a two hour literacy block run across Year 8. It integrates Humanities and Social Sciences (HASS - previously know as Society and Environment) and is a highly structured format where the lessons are broken into five segments.

The table below is based on NAPLAN data of one cohort over a three year period (Year 9 in 2014). Students undertook the Literacy Strategy in Year 8 of 2013.

Improvement has been made in Reading and Spelling, limited achievement in Writing and moderate progress in Grammar and Punctuation.

	Year 7 - 2012			Year 9 - 2014		
	Above	At	Below	Above	At	Below
Reading	59%	24%	17%	52%	29%	19%
Writing	36%	40%	25%	34%	23%	43%
Spelling	58%	19%	23%	60%	19%	21%
Grammar & Punctuation	62%	24%	14%	45%	33%	22%

Presenting issues:

- Insufficient English content in the strategy, too heavily driven by HASS content.
- Teachers not delivering in the prescribed manner.

Positives:

- Teachers delivering in the prescribed manner reported positive engagement by students.

NAPLAN

The National Assessment Program Literacy and Numeracy was conducted in May 2014 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 College literacy priority at Gilmore College.

Good progress is being made in writing, punctuation & grammar, reading and numeracy. In 2014 the Year 9 results improved across all of the NAPLAN tests.

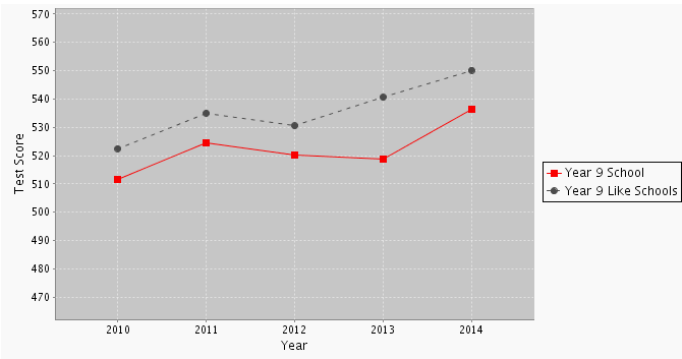
The College has collaboratively developed Whole School Literacy and Numeracy Plans to address the issue of students not meeting the National Minimum Requirements. Targeted teaching of literacy and numeracy skills has been adopted by Mathematics and English teachers at the College.

The contextual nature of literacy has also been a cross-curricula focus for all teachers using print-rich environments, subject-specific vocabulary, reciprocal reading strategies and paragraphing. A range of number and measurement strategies have been priorities for teachers at the College.

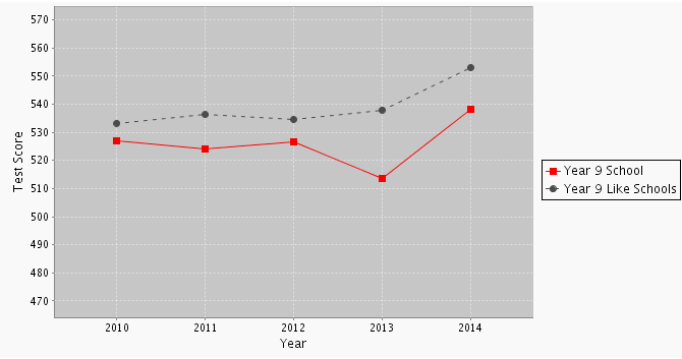
There was a significant improvement in Mathematics NAPLAN results for Year 9s in numeracy. The gap between the like schools is gradually decreasing. In 2012, 13% of Years 7s were ranked below the national minimum standard, whereas in 2014 only 7% of students were ranked below the national standard.

Year 7 and Year 9 Testing Results

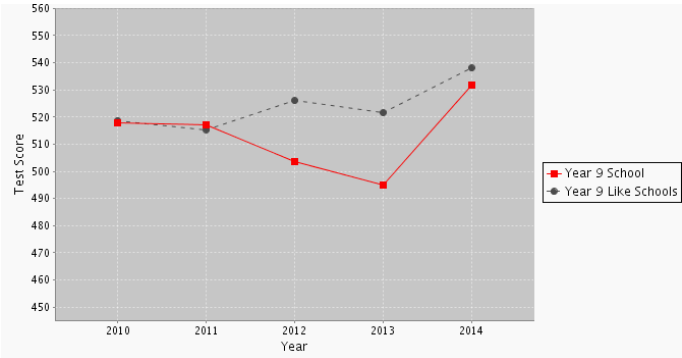
Reading



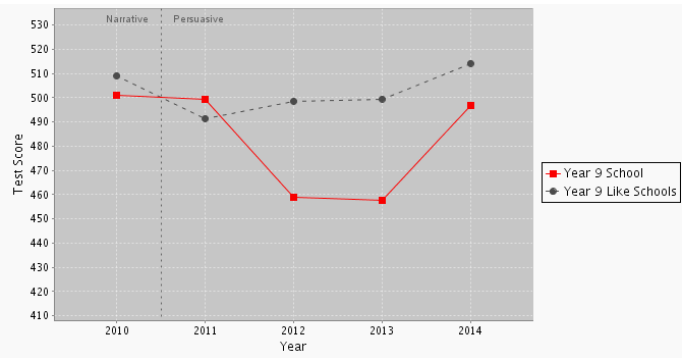
Numeracy



Punctuation & Grammar



Writing



Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	42%	44%	44%	30%	53%	48%
At NMS	45%	39%	46%	52%	41%	45%
Below NMS	13%	17%	10%	18%	6%	7%
Average Test Score NAPLAN	NAPLAN - Numeracy					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	477	527	479	514	496	538
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN - Numeracy					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Comparative Performance						

- Below Expected performance in comparison to the results of all other WA public schools
- Expected performance in comparison to the results of all other WA public schools
- Above Expected performance in comparison to the results of all other WA public schools

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	59%	45%	50%	40%	63%	52%
At NMS	24%	32%	35%	37%	27%	29%
Below NMS	17%	23%	15%	23%	10%	19%
Average Test Score NAPLAN	NAPLAN - Reading					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	490	520	485	519	501	536
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN - Reading					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Comparative Performance						

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	35%	21%	35%	19%	44%	33%
At NMS	40%	26%	32%	25%	38%	23%
Below NMS	25%	53%	32%	55%	18%	43%
Average Test Score NAPLAN	NAPLAN - Writing					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	456	459	437	458	473	497
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN - Writing					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Comparative Performance						

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	58%	48%	59%	54%	60%	60%
At NMS	19%	13%	20%	22%	25%	19%
Below NMS	23%	39%	22%	23%	15%	21%
Average Test Score NAPLAN	NAPLAN - Spelling					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	490	507	499	528	495	542
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN - Spelling					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Comparative Performance						

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	62%	31%	42%	41%	50%	45%
At NMS	24%	39%	18%	22%	31%	33%
Below NMS	14%	31%	40%	38%	19%	22%
Average Test Score NAPLAN	NAPLAN - Grammar & Punctuation					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	490	504	455	495	491	532
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN - Grammar & Punctuation					
	2012		2013		2014	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Comparative Performance						

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	
2012	87	18	21%	55	63%	46	53%
2013	107	13	12%	71	66%	69	64%
2014	54	7	13%	37	69%	35	65%

7 students sat WACE exams in 2014. Results for 2014 cannot be displayed due to the small number of students participating.

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

	Eligible Year 12 Students	Percentage achieving WACE
2012	87	91%
2013	107	85%
2014	54	87%

Year 12 2014

It must be remembered that the Year 12 students for 2014 were, what was referred to as, the half-cohort. This group was very small in comparison to previous and future Year 12 cohorts and affects what data can be reported.

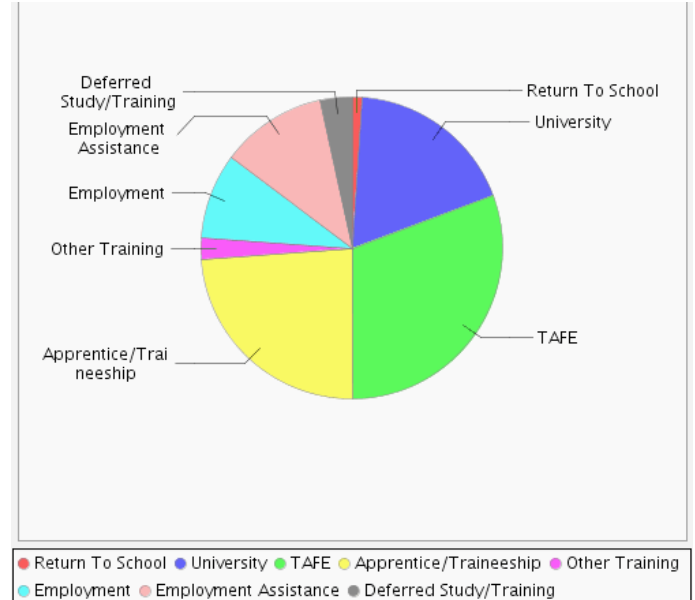
Apparent Retention & Progression (%)

	Years 8 - 10	Years 8 - 12	Years 10 - 12	Years 10 - 11	Years 11-12
2012	100%	50%	54%	92%	58%
2013	114%	66%	69%	98%	75%
2014	106%	77%	77%	97%	79%

Retention rates from Year 8 - 12 are increasing, now at 77%. Many students leave in Years 11 and 12 for traineeships, apprenticeships and employment. However, 79% of students entering Year 11 completed Year 12.

This is a 21% increase from 2012 and indicates more students are remaining at school until the end of Year 12. Gilmore College offers a wide range of Vocational pathways as well as an ATAR pathway.

Destination 2014



Attendance

90% attendance is required to improve student learning outcomes.

Regular attendance (90%) is critical for improving student academic achievement. 52.6% of students at Gilmore College attended regularly in Semester 1 2013, an improvement from 2012.

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

Secondary Attendance

	Non - Aboriginal		Aboriginal	
	School	State	School	State
2012	82.9%	89.3%	66.9%	67.9%
2013	86.2%	89.1%	72.2%	67.2%
2014	80.6%	88.6%	62.6%	66.3%

Primary Attendance

	Non - Aboriginal		Aboriginal	
	School	State	School	State
2012	88.5%	93.3%	74.6%	81.1%
2013	89.7%	92.4%	80.8%	80.7%
2014	87.0%	93.2%	75.6%	80.4%

Suspensions

In 2014 23% of all students received a suspension for violations of College rules, or unacceptable behaviour. This is too high, although lower than suspensions in 2010 and 2011. Only 13% of all students received two or more suspensions in 2014. The College is not happy with this high percentage and has put strategies in place to reduce suspensions for 2015 and beyond.

National Survey of Students, Parents and Staff

The 2014 survey found that parents (61%), students (70%) and staff (79%) thought teachers expected their child to do their best and 60% or more of the three groups thought that the College looked for ways to improve. (Rounded %)

The survey showed student behaviour management was still a concern for parents, students and staff despite a continued reduction in poor behaviour resulting in suspension. The College is committed to improving student behaviour. There is a disparity between students, staff and parents responses in many areas of the survey. The School Board has created an Engagement Committee. This committee will assist the College to develop a clearly articulated communications and engagement strategy to affectively engage the local community.

2014 Gilmore College Comparison Table

	Parents	Staff	Students
Teachers at this school expect my child / students to do his or her best.	61.0%	69.8%	78.8%
Teachers at this school provide my child / students with useful feedback about his or her school work.	50.0%	73.0%	61.5%
Teachers at this school treat students fairly.	50.0%	71.3%	53.8%
This school is well maintained.	67.7%	53.3%	44.3%
My child / students feels safe at this school.	46.3%	53.3%	50.3%
I can talk to my child's teachers / my teacher about my concerns.	56.9%	74.5%	49.3%
Student behaviour is well managed at this school.	35.4%	41.8%	34.5%
My child / students like being at this school.	55.5%	54.3%	53.3%
This school looks for ways to improve.	60.0%	65.3%	61.3%
This school takes parents' / staff / students opinions seriously.	44.5%	50.0%	47.5%
Teachers at this school motivate my child / students to learn.	51.2%	75.5%	61.8%
This school works with parents / staff to support my child's / students' learning.	43.6%	65.3%	
This school has a strong relationship with the local community.	45.7%	62.5%	
This school is well led.	53.0%	57.8%	
I am satisfied with the overall standard of education achieved at this school.	42.5%	47.0%	
I would recommend this school to others.	43.1%	45.8%	

Gilmore College's Results (N=41)

Key Area	Gilmore College Mean
This school is well maintained.	67.7%
Teachers at this school expect my child to do his or her best.	61.0%
This school looks for ways to improve.	60.0%
I can talk to my child's teachers about my concerns.	56.9%
My child likes being at this school.	55.5%
My child is making good progress at this school.	53.0%
This school is well led.	53.0%
Teachers at this school motivate my child to learn.	51.2%
Teachers at this school provide my child with useful feedback about his or her school work.	50.0%
Teachers at this school treat students fairly.	50.0%
My child feels safe at this school.	46.3%
This school has a strong relationship with the local community.	45.7%
This school takes parents' opinions seriously.	44.5%
This school works with me to support my child's learning.	43.6%
I would recommend this school to others.	43.1%
My child's learning needs are being met at this school.	42.7%
I am satisfied with the overall standard of education achieved at this school.	42.5%
Student behaviour is well managed at this school.	35.4%



Learning Area Reports

VET

VET standings

- Total number of Year 12 students 54
- number of Year 12 VET students 37
- percentage achieved Cert II or higher 94.59%

SBT's /ASBT's

- KIC – 9 students, 8 into an apprenticeships
- Visage – 2 completed and on to further study at TAFE
- B&C – 1 ASBT completed and in employment
- Hospitality – 4 completed and in employment/apprenticeship (1)/further study

Gilmore Certificate offerings

Certificate II:

- Information, Digital Media and Technology
- Business Services
- Creative Industries
- Sports Coaching

"Pure VET" Certificate II: (with WPL)

- Metals and Engineering (SBT)
- Building and Construction
- Hospitality
- Plant Mechanic (new for 2015)

Profile Courses: (Challenger TAFE)

- Retail Make Up and Skin Care – Cert II
- Hairdressing – Cert II
- Community Services – Cert II
- Hospitality Coffee focus ESU – Cert I
- Automotive ESU – Cert I
- B&C ESU - Cert I and II

Awards:

Certificate of Commendation (20 A's over 3 consecutive years) - Curtis Pratt
Australian Vocational Student Prize - Curtis Pratt - nominated



English

Two graduate teachers, Ms Copeman and Mrs Rozario, successfully completed Graduate Modules and gained full teacher registration.

The Australian Curriculum was fully implemented in Years 7-10.

The Year 8 Academic Extension class had a weekend camp at Balingup Medieval Festival with Ms Kerkham and Ms Hocking. A crash course was given by Physical Education staff in how to erect tents. Students camped on-site at Balingup Primary School.

The Year 10 Debate Team began. They were very competitive and hopefully this can continue in 2015.

The Reconnect class began with both Year 7 and Year 8 students. Year 8s were re-integrated into mainstream throughout Term 2 in a modified timetable situation, then began full mainstream classes.

NAPLAN results continued to improve, with results almost 'on par' with Gilmore's 'like schools'. The focus will remain on explicit and inclusive teaching of grammar as this remains an area where most improvement is required.

Moderation of common assessment tasks has continued. Consensus moderation occurred for Stage 1 in Year 12.





Mathematics

2014 saw good planning and reflection strategies being employed by Mathematics staff. There was an overall improvement in academic achievement of students in this learning area. Three new staff members joined the team in 2014. As this was our second year as a Learning Area in A block there was continued improvement in our overall performance.

Semester One

In Year 7 54% of students achieved a C grade or better
 In Year 8 50% of students achieved a C grade or better
 In Year 9 43% of students achieved a C grade or better
 In Year 10 31% of students achieved a C grade or better

Semester Two

In Year 7 66% of students achieved a C grade or better
 In Year 8 55% of students achieved a C grade or better
 In Year 9 54% of students achieved a C grade or better
 In Year 10 44% of students achieved a C grade or better

Overall there was an increasing trend with number of students achieving C grade or better.

The majority of Year 10s had to sit OLNA in 2014 as they had not achieved the band 8 in NAPLAN in Year 9. Approximately 44% of the students could not achieve the required standard by September 2014.

In 2014, 75% of Year 11s achieved a C grade or better and 83% of Year 12s had a C grade or better. Overall good performance for upper College students.

As a reward for students in Years 7 and 8 Academic Extension Program, an incursion was organised. "World of Maths" came to Gilmore and set up activities for them in the A block Mathematics area. There were two sessions that lasted for 90 minutes each. The activities were enjoyable and encouraged the students to think, promoting positive attitude towards mathematics.

NAPLAN Results - There was a significant improvement in Naplan results for Year 9s in numeracy. The gap between the like schools is gradually decreasing. In 2012, 13% of Year 7s were below the national minimum standard. In 2014, only 7% of students were below the national standard.

Australian Mathematics Competition:- This year 43 students sat the Australasia wide competition and fifteen students achieved a Credit and sixteen achieved Proficiency. This competition is very challenging and exposes the students to problem solving techniques.

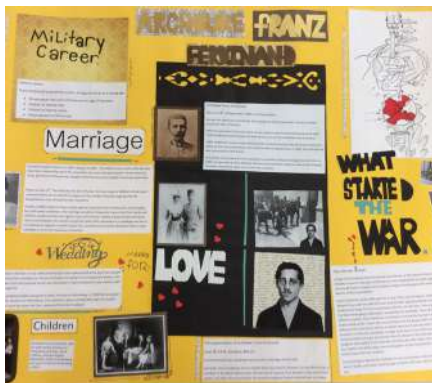
Networking within the five PACT schools continued to be beneficial with respect to developing programs and assessment tasks, all of which can be and are adapted to suit the needs of Gilmore students. In 2015, all programs from Year 7 to 10 will be based on the Australian Curriculum.

Staff in the Maths Learning Area used ICT effectively to deliver the curriculum. With the availability of i-pads to every teacher, there was a remarkable increase in use of click view videos, power points and various apps to engage students in class.

Humanities and Social Sciences (HASS)

In 2014 Gilmore College delivered History and Geography for the PACT group of schools. Students from Rockingham and Safety Bay Senior High School attended classes with our students and our teachers at Gilmore College.

The HASS Learning Area hosted and mentored 4 student teachers on placements, from The University of Notre Dame Australia and Curtin University.





A number of reward excursions and incursions were organised throughout the year. The Year 11 and 12 Careers and Enterprise students attended the Careers Expo. Year 10 History students had guest speakers who spoke about the Australian civil rights. Year 7 extension students visited the Desalination plant to consolidate their knowledge on Water and Weather. A number of students entered the National Geography Competition and all received certificates of participation. A number of students entered the Australian History challenge, with one student making it to the finals. Three students entered the state Anzac Prize, leading to two students being shortlisted for interview.

The HASS Learning Area coordinated the ANZAC Assembly in collaboration with the College Choir and Band first term. Staff from HASS were also involved with management of the Gilmore College Student Council and the Kwinana Junior Council.

Science

Another busy and productive year in the Science Learning Area. Many opportunities presented themselves for our Years 10, 11 and 12 students to avail themselves of the information and expertise of specialists in a wide variety of scientific fields.

Year 11 Biology students attended their annual excursion to the Perth Zoo. They attended a classification talk, where they had an opportunity to handle reptiles. They had an excellent day and students enjoyed themselves and improved their understanding of biological classification.

Nearer to Nature excursion for the Year 11 Biology and the Year 11 Earth and Environmental Science Students

August – weekend ‘camp’ at Balingup for 8.1 students to visit the Medieval Carnivale. Participation designed to round off studies in Medieval Science. Experiences included interviewing characters, dancing at the bonfire and sword play. All students conducted themselves well and were a credit to Gilmore College.

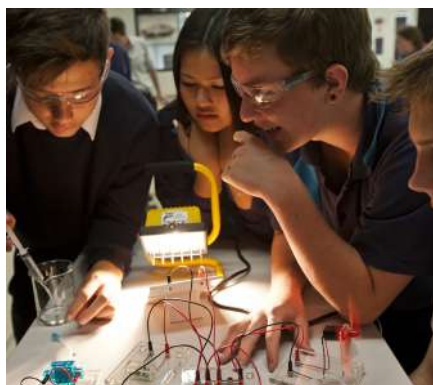
Science Fair – end of term 4, a number of Year 7, 8 and 9 classes combined to share their choice in research and investigation. It was exciting for students to be able to display their work to the rest of the College. Our thanks to the staff in other learning areas who bought their students to visit.

IntoScience was run as a pilot program at Gilmore during third term. Students benefitted from a range of interactive Science based learning experiences.

Science Education excursions to Scitech, The Naked Scientist chemistry demonstration, Curtin University Biotechnology exhibition, Seaton College biochemistry excursion, and incursions including sustainability expert Chris Ferreira to speak to Earth and Environmental Science students.

Michael Smith was sponsored by ALCOA Foundation to attend Key Issues Institute in Colorado. This sponsored course was designed around environmental impacts on a mining town’s water supply. The week long course brought together teachers from across the globe and provided an in-depth coverage of a cross curricula teaching resource which also came with a water testing kit valued at US\$500.

In December 2014, Graduate teacher Dr Billy Bennett completed his final transition from Provisionally Registered Teacher to Fully Registered Teacher with the submission of his outstanding portfolio of work.





The Arts

1. Building Staff Capacity

Schemes of Assessment Professional Development

The Arts staff are proficient in uploading schemes of assessments to RTP, utilising an online marks book for formative reports on student progress.

Instructional Rounds

The Arts staff have participated in the instructional rounds providing positive feedback regarding teaching and learning strategies used throughout the College.

Moving from Provisional to fully registered teacher

1 staff member has progressed from Provisionally Registered to Fully Registered with TRB as identified in her Performance Management goal.

Using technology successfully to report on attendance

All Art staff are successfully using technology to record attendance online (SIS) as well as keeping a hard copy record in their teacher diaries.

Intra faculty Profession Development of lighting and sound desk

Various members have participated in an interfaculty Professional Development for lighting and sound for production use.

National Curriculum

All Arts Staff are aware of the changes from Course of Study to the National Curriculum in their subject area. All staff are providing the National Curriculum for Year 11 students.

Media is providing the Certificate II in Creative Industries. This is a two year unit and provides students with a portfolio for University entrance.

PS&CE revision for the Arts Learning Area

All Art staff completed the PS&CE training.

2. Raising Standards in Literacy & Numeracy

All Art subject areas have incorporated spelling tests in Years 7 - 10

All Art subject areas have word banks/glossaries with subject specific terms

All Art subject areas use technology to aid in research for comprehension and Art in society units

3. Building Partnerships

Targets – Feeder Primaries.

The Arts Learning Area worked together with feeder primaries to present a Transition production that showcased all areas of the performing arts. Year 6 students were invited from Orelia Primary, Calista Primary, Medina Primary, Leda Primary, Bertram Primary and North Parmelia Primary to view what Gilmore had to offer from Dance, Drama, Music and Media. All schools were chauffeured to and from the College campus.

Targets – Tertiary Institute partnerships/Murdoch University

2014 will be the second year that Gilmore College and Murdoch University along with Safety Bay Senior High School, Warnbro Community High School, Coodanup Senior High School and Rockingham Senior High School work together in a filming project that was pioneered by Gilmore College in 2013. The MAP4U project enabled

- 3 Year 12 students were provided the opportunity to sit the English Competency Stat test for university entrance
- 1 Year 11 student completed a specialist-acting workshop with actor Myles Pollard
- 4 Year 12 students worked with a Murdoch representative on portfolio entry into Murdoch University.

*Open Day 2015 – Gilmore
College Staff, Students, Industry
Professionals including actor Myles
Pollard and Murdoch Academic
Staff working together to produce
a short film*



Murdoch University MAP4U – Creative Arts Initiative 2014

The Creative Arts Initiative Film Program was a partnership between Murdoch University, industry professionals and our Arts Learning Area that engaged and empowered our artistically minded students. The Arts Head of Learning Area Sophia D’Rozario, Media Teacher John Coen and Murdoch University project leader Antoinette Geagea collaborated to produce a film program which was multifaceted encompassing mentorship, role modelling and industry links for our students participating in the program.

The activities started with workshops related to various careers in the Arts and learning about pathways leading to university options. The students moved onto production/film props and acting workshops which aimed to improve their skills in areas of the film industry. The students worked directly with academic and professional mentors to gain valuable insights into the pre-production and production of a feature film.

Our students were encouraged to step out of their comfort zones and auditioned for parts in a short film with actor Myles Pollard. The students then participated in a three day film shoot. Industry professionals and Murdoch University third year students worked with our students on the last three days of Semester One to produce the short film. During the filming days Murdoch University academic staff including the Dean of Arts and members of our School Board visited the film set and spoke with students and university mentors about the program and their plans for a career in film production.

The film was premiered at the Murdoch University Open Day in August where the industry professionals, university students, school students, teachers, families and community members came together to view and celebrate the finished product. One outstanding student was recognised and awarded a place in Myles’s professional acting workshops. Being Open Day, the students and families also had the opportunity to seek further information about tertiary education, university courses and alternative pathways available to them.

To add value to the students learning, the school students were given the unedited footage of the film. The teachers and school students used this footage to produce their own art work and/or to complete curriculum-based projects.

Technology & Enterprise

Information Technology and Business

- a) In top 50 Vet Schools
- b) Year 7/8 student participated in the FLL lego competition at the Curtin University Robotics Fair
- c) Links with Curtin University and Murdoch University for Robotics
- d) 100% Certificate Completion

Design and Technology

- a) Top 40 VET Schools
- b) Apprenticeships gained
- c) Staff using the 3D printer and Laser Cutter and embedding it into the curriculum
- d) Auto shed has been completely fitted out for the Quarter Midgets and Auto Program
- e) 100% Certificate Completion





- f) 90% of students who started in 2013 have gained apprenticeships
- g) Curtis Pratt received a Certificate of Distinction

Home Economics (T&E)

- a) Top 40 VET Schools
- b) Hospitality catered for a number of functions in 2014
- c) 8 week food sense program run at Bertram PS
- d) 100% Certificate Completion

Year 11 Childcare and Community Service students worked with Orelia Primary School.

Health and Physical Education

Major focus in 2014 was the collaboration amongst staff to create Health Education booklets for each term of work for lower school health, with the focus being on a consistent approach to the subject matter and ensuring assessments were conducted in the same manner to ensure consistent judgment in final results for students.

Overall the Learning Area has focused on ensuring students were complying with wearing the correct uniform and with a similar and consistent approach we noticed an increase in both uniform and active participation in Physical Education classes.

2014 saw the opening of the Fitness Centre in the undercover area, which was opened for use to Year 10-12 both during Physical Education classes and after school. Year 10 classes would access the fitness centre 1-2 sessions a week under the guidance of PE teachers. From this we saw an increase in student uniforms and motivation in both fitness centre sessions as well as in general sports sessions.

Year 11 enrolment in Outdoor Education, Health Studies and Certificate II: Sports Coaching increased in 2014, and particularly in Health Studies where we required 3 classes. Results from Year 12 were continuing to improve.

Many of our Year 11/12s assisted with the running of our Lightning Carnivals as coaches, umpires and as Officials in the House and Interschool Athletics Carnival.

Semester One Year 8/10 Lightning Carnival

Semester Two House Athletic Carnival, Interschool Athletic Carnival

Key Events

- Lightning Carnivals Year 10-8: Year 10 B division Netball champions, Year 8 C division Champions
- House Athletic Carnival
- Interschool Athletic Carnival: 3rd Place move to D division in 2015
- School Sport WA Volleyball Competition: B division champions
- Year 11 and Year 12 Outdoor Education Camp
- Fitness Centre Opening
- HPE Rewards Incursion
- 3rd Place E Division Interschool Athletics Carnival
- Julian Pererya Champion Boy 16/Over Interschool Athletics
- Tyneill Merrill Runner Up Champion Girl 16/Over Interschool Athletics
- Zoe Artemis Champion Girl Year 8 Interschool Athletics (Year 7 Student competing Up)
- B division SSWA Volleyball Champions
- Year 10 Lightning Carnival Netball B Division Champion
- Year 8 Lightning Carnival Netball C Division Champion



Staff Management Information

Gilmore College had 63 teaching staff, 10 administrative staff and 34 non- teaching staff, using an FTE of 107. (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 Teacher Registration Board of Western Australia.

Special Achievements 2014

LyriK Award Winners

Mateship Award The Gilmore Brekky Club Volunteers
- Jordan Harris and Breanna Upton

Leadership Award Camp Kulin Counsellors
- Samantha Earnshaw, Alysha Cleverly
and Jesse Temmen

City of Kwinana Educational Scholarships

Entering Further Education Tiana Andreello
Larissa Whittingham-Smith

Entering Year 12 Chloe Dooman

Entering Year 11 Thomas Pratt

Entering Year 7 Chloe Pavlov

Clontarf Awards Junior Awards (Year 7 – 9)

Most Improved Award	Kingsley Buswell
Great Bloke Award	Malik Chadd
Academic Achievement Award	Hunter Culbong
Clontarf Spirit Award:	
Year 7	Marquise Ybanez
Year 8	Jaygo Lawrence
Year 9	Bailey Ballard
Coaches Award	Zach Ashwin
Fairest and Best Runner Up	Jarrad Carley
Fairest and Best	Brett Pitt

Clontarf Senior Awards (Year 10 – 12)

Great Bloke Award	Darryl Tait
Academic Achievement Award	Kieren Milton
Clontarf Spirit Award:	
Year 10	Jason Cockie
Year 11	Trae Hansen
Year 12	Julian Pereyra
Coaches Award	Brandon Stack
Fairest and Best Runner Up	Bradley Pereyra
Fairest and Best	Josh Kickett



Head Boy Head Girl

Curtis Pratt
Tiana Andreello

Metals & Engineering Verve Scholarships

Metals & Industries Curtis Pratt and Brice Finch
(\$800 each)
Rising Star Tiana Andreello
\$800 Uni Link Scholarship

2014 Top Public Schools Awards

Top 50 VET schools Gilmore College ranked 42

2014 Valedictory Subject Award Winners

English (Stage 3) Maktoom Ahmed
Ella Jackson
English (Stage 2) Danielle Penfold
English (Stage 1) Curtis Pratt
Mathematics (Stage 2) Charles Parsons
Mathematics (Stage 1) Bradley Lyons
Certificate of Excellence Maktoom Ahmed
Modern History Tiana Andreello
Geography Larissa Whittingham-Smith
Career and Enterprise Danielle Penfold
Certificate II Business Tiana Andreello
Information Technology Certificate II Trishan Yambao
Materials, Design and Technology (Textiles) Charisse Coleman
Hospitality Certificate II Milena Milovanovic

Food Science and Technology Milena Milovanovic
Industrial Studies Julian Pereyra
Health Studies Bryan Bradshaw
Outdoor Education Quintin Needham
Sport Coaching Certificate II Linaley Ybanez
Visual Arts Georgia McGinn-Park
Dance Amy-Ilsette Castro
Music Linaley Ybanez
Creative Industries Media Certificate 11 Trishan Yambao
Whole School Production Amy-Ilsette Castro
Workplace Learning Milena Milovanovic
Nursing Certificate 1V Trishan Yambao

Special Awards

Strathalmond Trophy Julian Pereyra
RSL Citizenship Award Amy-Ilsette Castro
Youth Leadership Award Tiana Andreello
Most Consistent Effort KIC Traineeship Curtis Pratt
Most Industrious Effort Trishan Yambao
Most Improved Student Blake Johnston
CALTEX All Rounder Award Justin Craig
Vocational Education & Training Curtis Pratt
Course work Stage 1 Linaley Ybanez
Premier Student – ATAR Tiana Andreello
ADF Long Tan Youth Leadership & Teamwork Brooke Coleman (Yr 10)
Tiana Andreello (Yr 12)



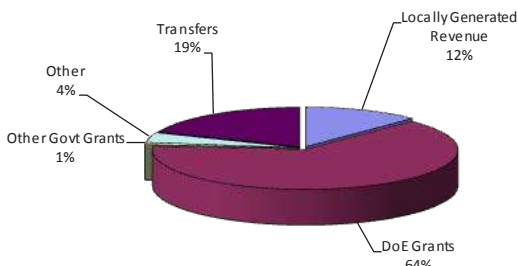


Gilmore College

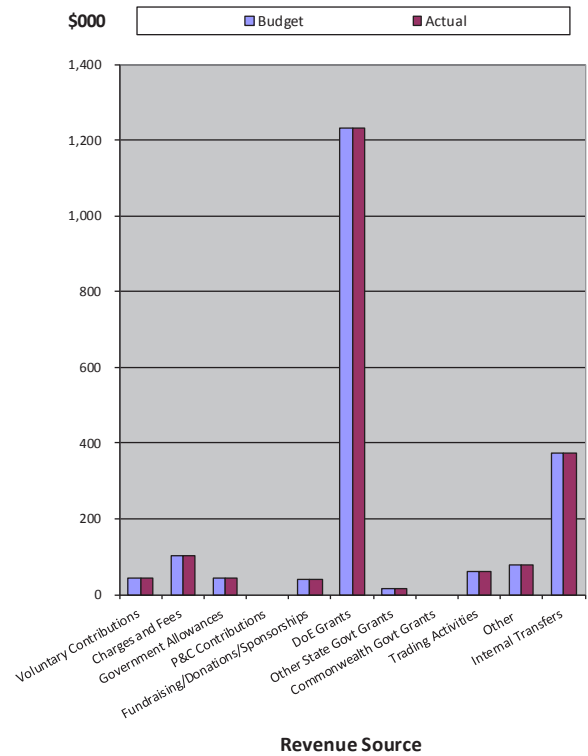
Financial Summary as at 31 December 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 44,281.07	\$ 44,281.07
2	Charges and Fees	\$ 102,201.42	\$ 102,201.42
3	Government Allowances	\$ 41,988.00	\$ 41,988.00
4	P&C Contributions	\$ -	\$ -
5	Fundraising/Donations/Sponsorships	\$ 39,463.38	\$ 39,463.38
6	DoE Grants	\$ 1,232,852.98	\$ 1,232,852.98
7	Other State Govt Grants	\$ 16,233.40	\$ 16,233.13
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 59,186.36	\$ 59,186.36
10	Other	\$ 78,365.93	\$ 78,367.30
11	Internal Transfers	\$ 375,000.02	\$ 375,000.02
	Total	\$ 1,989,572.56	\$ 1,989,573.66
	Opening Balance	\$ 1,501,494.00	\$ 1,501,494.02
	Total Funds Available	\$ 3,491,066.56	\$ 3,491,067.68

Current Year Actual Revenue Sources

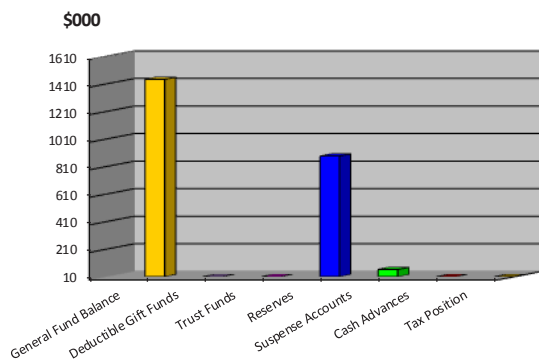


Revenue - Budget vs Actual

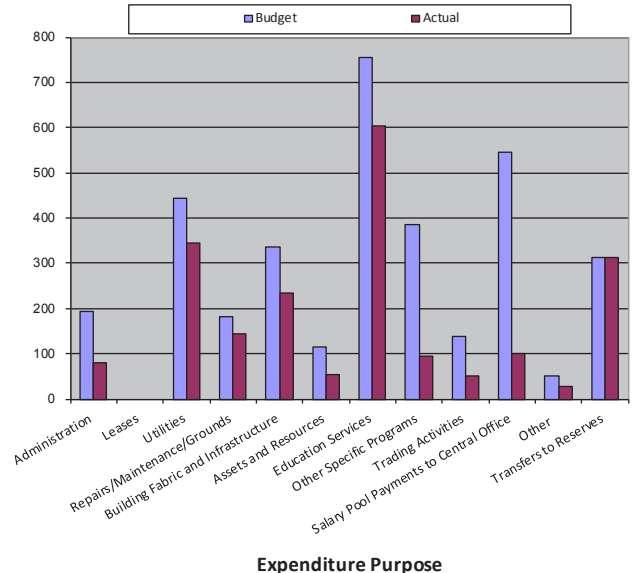


	Expenditure	Budget	Actual
1	Administration	\$ 192,598.50	\$ 81,334.68
2	Leases	\$ -	\$ -
3	Utilities	\$ 442,757.90	\$ 343,453.26
4	Repairs/Maintenance/Grounds	\$ 181,908.49	\$ 143,972.20
5	Building Fabric and Infrastructure	\$ 335,086.70	\$ 235,086.70
6	Assets and Resources	\$ 116,109.41	\$ 55,177.75
7	Education Services	\$ 754,538.02	\$ 602,525.49
8	Other Specific Programs	\$ 386,610.21	\$ 95,343.97
9	Trading Activities	\$ 138,242.90	\$ 50,302.10
10	Salary Pool Payments to Central Office	\$ 545,013.00	\$ 100,000.00
11	Other	\$ 51,915.29	\$ 28,157.84
12	Transfers to Reserves	\$ 312,400.00	\$ 312,400.00
	Total	\$ 3,457,180.42	\$ 2,047,753.99

Cash Position



Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 2,381,486.40
Made up of:	
1) General Fund Balance	\$ 1,443,313.69
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Reserves	\$ 885,868.70
5) Suspense Accounts	\$ 62,810.01
6) Cash Advances	\$ 400.00
7) Tax Position	\$ 10,106.00
Total Bank Balance	\$ 2,381,486.40