

Gilmore College



2015 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 is the local school for all students in the City of Kwinana local government area.

Gilmore College is a Year 7-12 campus offering programs across The Arts, English, Health and Physical Education, Mathematics, Science, Humanities and Social Sciences and Technology and Enterprise.

Students have the option to undertake University Entrance or ATAR pathway subjects including a comprehensive suite of Science, Humanities and Mathematics courses. Partnerships with Murdoch University and the University of Western Australia assist our students in gaining tertiary entrance at the completion of Year 12. Our 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.



College Priorities

2012 – 2015; the priority areas include:

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

Curriculum: 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: 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: an Aboriginal and Islander Education Officer, Chaplain, Psychologist, three Youth Workers and a Community Nurse. In addition to this an Associate Principal, three Student Services Managers and six 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 (after school tuition and “Work Inspirations” program), Aspire UWA, Murdoch University MAP4U, The Peron Alliance of Curriculum and Teaching (PACT), Kwinana Industries Council Education Partnership (including iWomen, iMen, iDiversity, iTeacher and iScience), Follow the Dream, The Clontarf Foundation, David Wirrpanda Foundation (Deadly Sista Girlz), Kwinana Federation Network of Schools, Koorliny Arts Centre, Moorditj Koort and YouthCare.

2015 Independent Public School Review

On 4 and 5 June a team of three expert reviewers from the Department of Education Services conducted the first Independent Public School Review of Gilmore College. The purpose of the review was to provide assurance to the College and its community, the Department of Education and the Minister for Education on the extent to which the College has met its commitments as outlined in its Delivery Performance Agreement and associated Business Plan. Additionally, the findings have the potential to inform school improvement.

The focus of the review was on:

- How well the College has implemented self-review.
- How well the College has improved student learning (achievement, progress and engagement) for all students.
- How well the College has created an environment that promotes learning and student well-being.
- How well the College is placed to sustain and improve its performance.

The first step of the review was for the College to submit a collation of its own annual self-reviews for the three year period of the DPA. This was sent to the expert reviewers one month in advance of the College visits. At the conclusion of the two day visits the reviewers gathered the information submitted by the College and combined it with their observations and interviews conducted with staff, students, parents and members of the College Board.

An extensive report was compiled based on the outcomes of the entire review process and made several conclusions including that the College was developing good self-assessment practices, there was a concerted effort to improve student performance underway in the College, strong partnerships exist between the College and its industrial partners and that the College board contributes a large suite of expertise in supporting the college to improve.

The reviewers noted the following areas of commendation:

- Progress in literacy and numeracy from Years 7-9.
- Sustained high completion rates of Certificate II in VET courses.
- Investment in programs that support student engagement and achievement.
- Support programs enhancing the educational outcomes for Aboriginal students.
- The number, quality and commitment of partnerships established by the College.
- The range of pathways in response to student interests, reflecting the College's commitment to finding relevance for every student.
- The initiative taken in developing a variety of out of class activities during lunch and recess times to enhance relationships.
- The Board composition, its role in strategic planning and the undertakings being pursued by its members to better engage the community.

The reviewers noted the following areas for improvement:

- Further development of a systematic cycle of review, with timelines and responsibilities, that is published and available to staff to enhance communication and the process of evidence-based reflection.
- Consideration be given to enhancing the clarity of Business Plan targets, using a range of targets that cover the six years of schooling and differentiating between targets and milestones.
- Greater alignment of Learning Area Operational Plans with the Business Plan targets, with more frequent monitoring of Learning Area strategies and milestones to achieve greater consistency and better understanding of data analysis.
- Further engagement of all Learning Area staff in the consistent monitoring, support and feedback of classroom practices.
- Development of communication strategies to further engage parents and the wider College community.
- Improvement in attendance rates for all year levels.
- Implementation of behaviour management and instructional strategies to create a safe and secure learning environment.

The development of the College Business Plan for 2016-2018 will focus our improvements on these areas and continue to grow on the success of our areas of commendation.

VET AND ATAR Pathways

VET

Our award winning VET pathways are managed at a school level by the Industry and Enterprise Coordinator. Students in Senior School are selected to participate based on academic merit and "work readiness". Our Coordinator has forged meaningful partnerships with business, industry and community organisations within the Kwinana district. Our VET programs prepare students for enrolment in University and TAFE but also assist in preparing them for the demands of employment if they choose to directly enter the world of work.

ATAR

In 2015, Year 12 students seeking direct traditional entry to University through TISC were able to study subjects in English, Biological Sciences, Physics, Applied Information Technology, Geography, Mathematics (including Specialist Mathematics through the PACT) and Earth & Environmental Science. It is our aim through the ATAR pathway to assist students in meeting their full academic potential.

Special Programs

PACT

The Peron Alliance of Curriculum and Teaching is an initiative that ensures Gilmore College can offer a full range of courses in partnership with other schools in Kwinana-Rockingham District. In 2015, four our Year 12 students were able to complete the Certificate IV for Direct Entry to Enrolled Nursing at Rockingham Senior High School.

Specialist Engineering

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

Automotive – Heavy Diesel Mechanic

Gilmore College offered this course for the first time in 2015. Students access the facilities at Challenger Automotive TAFE one day per week.

Work Connect

Work Connect is the College's alternative Senior School pathway and is available to students in Years 10, 11 and 12. The object of the course is to give students life skills, literacy and numeracy support and to assist them in gaining employment.

Our Improvement Strategies 2015

Gilmore College employed a range of strategies aimed at strengthening leadership around classroom learning in 2015.

Instructional Rounds

Instructional Rounds is a form of classroom observation. It is where a group of leaders and/or teachers visit a range of classrooms at their school. Instructional Rounds is focused on instructional practices that are linked to the school improvement strategies. The aim of Instructional Rounds is to share practice and support improvements in teaching and learning across the whole-College. Instructional Rounds supports interventions to address an identified 'problem of practice' with the focus on College-wide rather than individual improvement.

Key elements of Instructional Rounds:

- there is a shared understanding of purpose and process
- alignment and focus is around College-wide improvement
- observers are unobtrusive and objective in their approach to data collection

- debriefs are around discussions of practice rather than evaluations
- individual teacher feedback is not an aspect of the IR process

Summary for 2015

Building on the Instructional Rounds conducted in 2013 and 2014, five additional sessions were undertaken during 2015. During this time 50 staff participated in the 'rounds' process as observers, with 39 classes being observed. Teachers who had been observed in their class, were included as observers in a subsequent 'rounds' session.

The six 'problems of practice' observed during 2014 -15 were:

1. How are we encouraging students to move beyond surface-level engagement with problem solving, toward rigorous work with a willingness to grapple and persevere?
2. What strategies are teachers using to assist students learn and use academic vocabulary in class, to comprehend academic information?
3. Is the students' understanding of the task at hand, evident?
4. When trying to solve unfamiliar problems, not all students apply what they are taught. Are teachers checking for comprehension in meaningful ways during the lesson?
5. Many students struggle with open response questions. How are teachers providing opportunities for students to practice and engage with open-response questions?
6. How did the teacher design and implement appropriate learning activities and develop strategies to obtain feedback on student learning?

The 'problems of practice' identified and observed in 2014, along with the patterns and recommendations generated from the visits, were again used as the basis for the 'rounds' visits in 2015. This provided opportunities to consolidate the identified 'problems of practice'. Data obtained from debriefs was summarised and analysis of debriefs, identified 'problems of practice' tied to the instructional core (content, student, teacher) as well as resources.

Next level of work (2016)

Teachers who were observed as part of the Instructional Rounds process sought feedback. A strategy for 2016 will be to explore Professional Learning Communities. This would enable teachers to receive feedback around classroom 'problems of practice', and assist in developing a whole College 'problem of practice' around curriculum differentiation.

Literacy Strategy

The Literacy Strategy is a two hour literacy block implemented in Year 8 English and Humanities and Social Sciences. It is delivered through a highly structured format where the lessons are divided into five segments.

The NAPLAN data of one cohort during a three year period (Year 7 – 2013 and Year 9 – 2015) suggests that students who participated in the strategy in Year 8 2014 had improved in Reading and Writing scores when compared to the same cohort in “Like schools”. That is, in Reading Gilmore students closed the gap with “Like schools” by 7 test scores while in Writing they closed the gap by 22 test scores.

Student Training Around Reading (STAR)

Student Training Around Reading (STAR) is a literacy program introduced in 2013. It targets students just failing to meet the standard. In 2015, the data reveals spelling and reading skills has improved.

Anecdotal records suggest that there has been a positive impact on Year 7 and 8 students, particularly in their capacity to complete tasks.

In 2015, the Program employed 5 staff, 4 part time teaching staff and 1 full time Education Assistant. The Program involved students who were achieving a ‘D’ grade in English. Students who were on the cusp of an ‘E/D’ grade were identified and included in the Program. Students were removed 2 – 3 times per week to work in small groups for approximately 20 – 30 minutes. During the small group sessions, students participated in guided reading activities, spelling and intensive writing activities.

STAR student grade distribution after intervention

2015	B	C	D	E	Number
Year 7	1%	23%	36%	33%	82
Year 8	5%	42%	35%	17%	59
Year 9	3%	17%	27%	51%	59
Year 10	0%	0%	50%	42%	12

Student Training Around Mathematics (STAM)

Student Training Around Mathematics (STAM) is a numeracy program introduced in 2014. It targets students just failing to meet the standard. In 2015, the data reveals measurement, and chance and data skills has improved.

Anecdotal records suggest that there has been a positive impact on Year 7 – 9 students, particularly in their capacity to complete tasks.

In 2015, the Program employed 2 staff, 1 part time teacher and 1 teacher where this was included as part of their teaching allocation. The Program involved students who were achieving a ‘D’ grade in Mathematics. Students who were on the cusp of an ‘E/D’ grade were identified and included in the Program. Students were removed 2 times per week to work in small groups for approximately 60 minutes.

Follow the Dream

The Department of Education continued to support a Follow the Dream: Partnerships for Success program at Gilmore College in 2015. The program has a Coordinator who liaises with several staff tutors to provide assistance for Aboriginal students throughout their years of secondary schooling.

The program aims to encourage and support our Aboriginal students toward high academic outcomes and tertiary destinations including TAFE and University. The Gilmore College Follow the Dream: Partnerships for Success program continued in 2015 to provide outreach to Aboriginal students from Rockingham Senior High School and Warnbro Community High School in their crucial senior years of schooling.

In 2015 the program catered for 14 Senior School students and 21 Middle School students. Only two students from the 2015 cohort were unable to maintain an attendance rate above 60%.

Follow the Dream: Partnerships for Success participants NAPLAN – Achievement of National Minimum Standard.

	2013	2014	2015
Year 7 at or above National Minimum Standard Reading Year 5	83%	100%	100%
Year 7 at or above National Minimum Standard Writing Year 5	83%	100%	100%
Year 7 at or above National Minimum Standard Numeracy Year 5	100%	100%	86%
Year 8/9 at or above National Minimum Standard Reading Year 7	100%	92%	80%
Year 8/9 at or above National Minimum Standard Writing Year 7	100%	83%	90%
Year 8/9 at or above National Minimum Standard Numeracy Year 7	100%	75%	90%
Year 10-12 at or above National Minimum Standard Reading Year 9	85%	100%	100%
Year 10-12 at or above National Minimum Standard Writing Year 9	85%	78%	71%
Year 10-12 at or above National Minimum Standard Numeracy Year 9	69%	100%	82%

The table of NAPLAN achievements for Gilmore College FTD participants shows a need for improved strategies to support students in the senior years of schooling with their writing and numeracy, Year 8/9 students in their reading and Year 7 students in their Numeracy.

Follow the Dream: Partnerships for Success participants Online Literacy and Numeracy Assessment (OLNA) pass rate.

In 2014, the School Curriculum Standards Authority (SCSA) introduced the Online Literacy and Numeracy Assessment (OLNA) in Reading, Writing and Numeracy as the new literacy and numeracy standard expected for students to achieve their Western Australia Certificate of Education. Students are unable to achieve their WACE from 2016 onwards without passing the three categories of OLNA.

	2015
Year 10-12 students achieving OLNA Reading	56%
Year 10-12 students achieving OLNA Writing	50%
Year 10-12 students achieving OLNA Numeracy	44%

Gilmore College and the Follow the Dream: Partnerships for Success Program staff continue to provide preparatory support for our Aboriginal students as they head towards their OLNA each semester. Year 12 students who are yet to achieve their OLNA in any of the three categories are managed as individual cases.

Retention of students in the Follow the Dream: Partnerships for Success program at Gilmore College is a significant area for success with 91% of students continuing with the program from 2014 to 2015.

Classroom Management Strategies (CMS)

Classroom Management Strategies (CMS) aims to grow professional teaching practice in ways that improve the engagement, learning and well-being of all students. Delivery focuses on using evidence based interactive instructional strategies that increase students' active participation and classroom engagement, leading to improved social behaviour and outcomes for students and schools.

In 2015, the College continued staff capacity building in this area by identifying staff and registering their participation in the Program. The following staff participated in the Program:

- Michael Boughton
- Nethia Duraisamy
- Debra Glanville
- Michelle Italiano
- Nicole Leslie
- Anita Mikich
- Emma Mills
- Hamish Patterson
- Cheryl Tate
- Anita Telkamp
- Maureen Turnbull
- Julie Williams

The CMS Foundation Program provides information and practical classroom management strategies that are designed to improve student engagement and reduce unproductive social behaviour by establishing a positive, proactive classroom environment. Participants are presented with opportunities to practise skills in a forum that encourages reflection and discussion. Expert in-class coaching follows each workshop.

Academic Extension Program (AEP)

In 2013, the College created an Academic Extension class in Year 7. Students applied to be in the Program and were tested to gain entry. This followed a second and third intake group selected to participate in the Program at Year 7 level. The Program has been designed to establish an Academic pathway to support the delivery of ATAR courses in Years 11 and 12. By 2018, the first intake group will be in Year 12.

For each Year group participating in the AEP, continuous monitoring occurred during 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. 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.

The following tables show the grade distribution for each Learning Area involved in the delivery of the Program.

Cohort 1 (Foundation Cohort)

	English			Mathematics			Science			HASS		
Grade	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
A	6	13	5	12	13	7	23	10	10	10	21	15
B	18	19	26	13	9	19	5	15	18	17	11	14
C	6	0	1	5	10	5	2	6	3	3	0	2
D	0	0	0	0	0	0	0	1	0	0	0	0
E	0	0	0	0	0	0	0	0	0	0	0	0

Cohort 2

	English		Mathematics		Science		HASS	
Grade	2014	2015	2014	2015	2014	2015	2014	2015
A	6	5	9	14	23	17	6	4
B	10	21	20	10	6	10	19	23
C	13	2	1	4	1	1	5	1
D	1	0	0	0	0	0	0	0
E	0	0	0	0	0	0	0	0

Cohort 3

	English	Mathematics	Science	HASS
Grade	2015	2015	2015	2015
A	0	3	7	10
B	9	12	14	9
C	18	10	7	9
D	1	3	0	0
E	0	0	0	0

A review of the Program in Term 4, recommended the creation of a second AEP class on the other side of the Timetable grid. This recommendation will be implemented in 2016.

Our Results

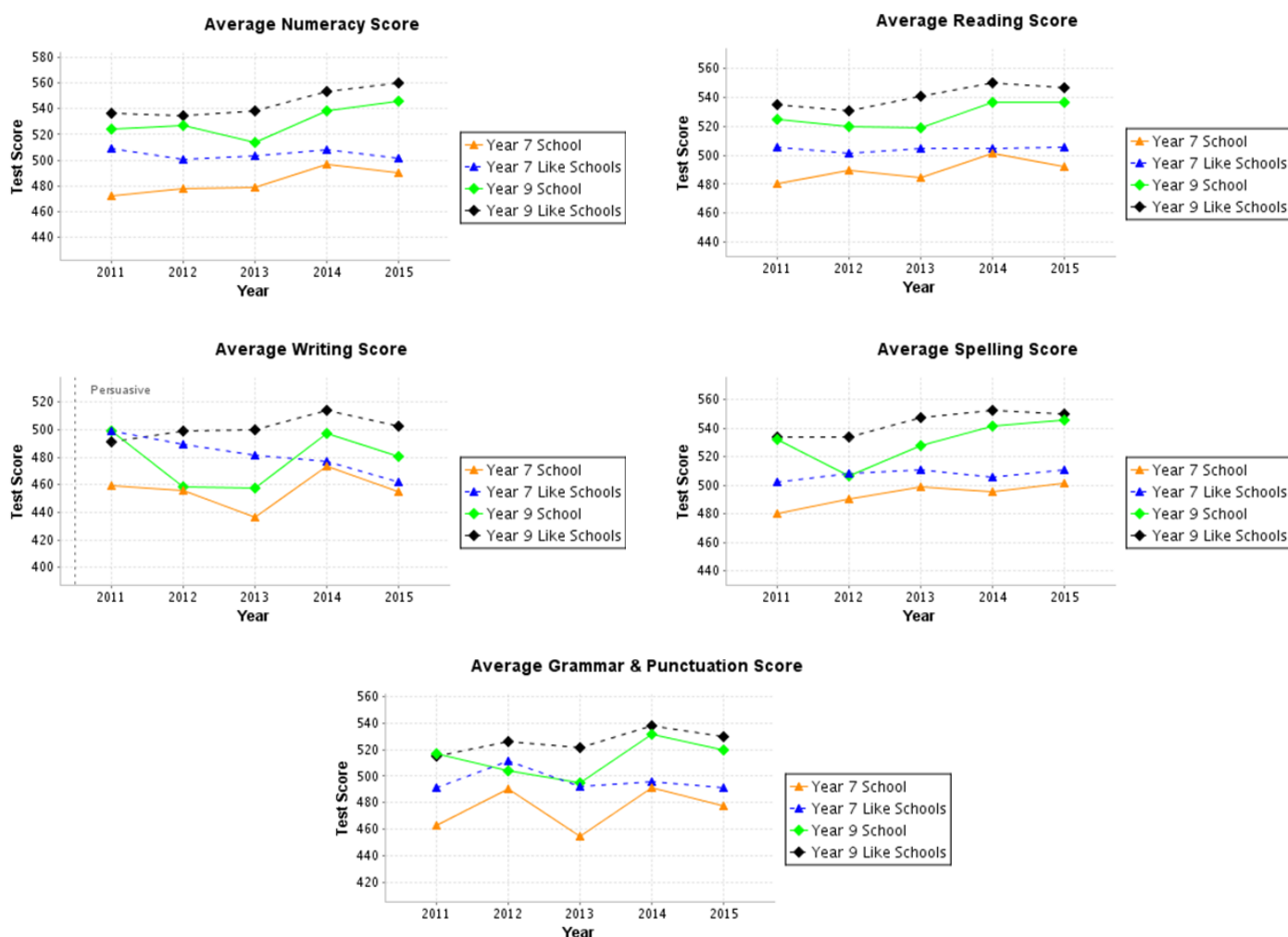
NAPLAN

The tables below show the performance of Year 7 and 9 students of Gilmore College measured against “Like” schools in the 2015 tests. The tables show a continued gradual closing of the gap between school performance and that of similar schools in Year 9.

The strongest areas in Year 9 for 2015 were Numeracy, Reading and Spelling while improvements will be sought for our students in Writing and Grammar/Punctuation.

The strongest areas in Year 7 for 2015 were Numeracy, Writing and Spelling with Reading and Grammar/Punctuation set to become a focus in 2016. It should also be noted that the College funds an early intervention Numeracy program in our network Primary Schools (The Kwinana Federation) to strengthen the entry point of our students as they progress from Primary School to the Secondary setting.

The College continues to display excellent results where student progress is concerned with gains in knowledge and skills outstripping system expectations.



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

NAPLAN National Minimum Standard (NMS)	NAPLAN – Numeracy					
	2013		2014		2015	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	44%	30%	53%	48%	55%	59%
At NMS	46%	52%	41%	45%	40%	34%
Below NMS	10%	18%	6%	7%	5%	7%
Average Test Score NAPLAN	NAPLAN – Numeracy					
	2013		2014		2015	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	479	514	496	538	489	546
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Numeracy					
	2013		2014		2015	
	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 – Reading					
	2013		2014		2015	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	50%	40%	63%	52%	59%	48%
At NMS	35%	37%	27%	29%	32%	33%
Below NMS	15%	23%	10%	19%	9%	19%
Average Test Score NAPLAN	NAPLAN – Reading					
	2013		2014		2015	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	485	519	501	536	491	536
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Reading					
	2013		2014		2015	
	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					
	2013		2014		2015	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	35%	19%	44%	33%	42%	33%
At NMS	32%	25%	38%	23%	30%	27%
Below NMS	32%	55%	18%	43%	28%	40%
Average Test Score NAPLAN	NAPLAN – Writing					
	2013		2014		2015	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	437	458	473	497	454	479
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Writing					
	2013		2014		2015	
	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					
	2013		2014		2015	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	59%	54%	60%	60%	65%	57%
At NMS	20%	22%	25%	19%	17%	25%
Below NMS	22%	23%	15%	21%	18%	18%
Average Test Score NAPLAN	NAPLAN – Spelling					
	2013		2014		2015	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	499	528	495	542	501	545
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Spelling					
	2013		2014		2015	
	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 and Punctuation					
	2013		2014		2015	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	42%	41%	50%	45%	51%	43%
At NMS	18%	22%	31%	33%	25%	31%
Below NMS	40%	38%	19%	22%	24%	26%
Average Test Score NAPLAN	NAPLAN – Grammar and Punctuation					
	2013		2014		2015	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	455	495	491	532	477	520
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Grammar and Punctuation					
	2013		2014		2015	
	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

Year 12 Results

	Eligible Year 12 Students	Number acquiring an ATAR		VET – Number of students enrolled Cert II or higher		VET – No Of Students completing Cert II or Higher	
2011	48	9	19%	41	85%	34	71%
2012	87	18	21%	55	63%	46	53%
2013	107	13	12%	71	66%	69	64%
2014	54	7	13%	37	69%	35	65%
2015	97	12	12%	65	67%	64	66%

While the ATAR participation rate remains steady at around 12-13% in 2015 Gilmore College students continue to source alternative entry pathways to University such as the Murdoch MAP4U program, portfolio entry to Edith Cowan University and our participation in the UWA ASPIRE program.

The VET completion rate of 64 out of 65 students places Gilmore College 31st in the state for VET completion. The College's completion rate of 98% for students enrolled in Certificate II or higher is the 3rd highest score of all WA schools for 2015.

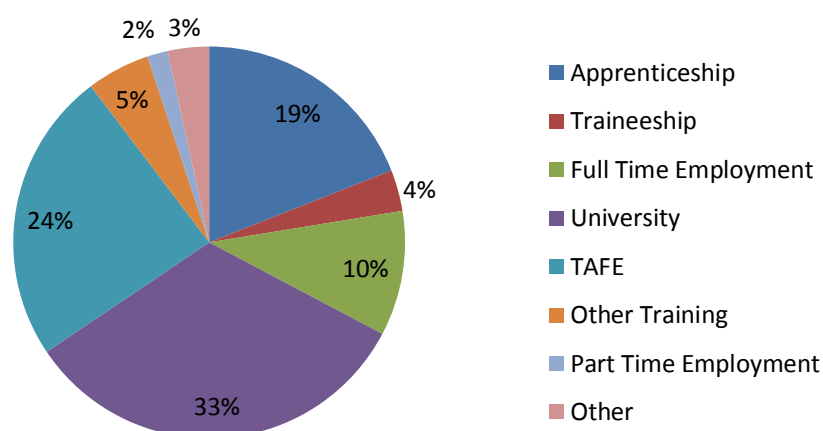
	Year 12 – WA Certificate of Education (Graduation)		Year 12 Attainment (ATAR > 55 and/or Certificate II or higher)
2011	46	96%	79%
2012	79	91%	61%
2013	91	85%	68%
2014	47	87%	70%
2015	80	82%	67%

Gilmore College places great emphasis on the importance of students achieving their WACE and attaining either an ATAR greater than 55 or a Certificate II or higher.

2015 is the final year of the current WACE requirements and the College's result of 82% in this measure has been disappointing for this cohort. New WACE requirements for students completing Year 12 in 2016 and beyond present further challenges for the College in maintaining its WACE achievement result.

The Year 12 Attainment result of 67% is inside the acceptable range of recent achievement at Gilmore College with the expectation that this result will improve under the new WACE requirements from 2016 onwards.

Year 12 Post School Intentions 2015



At the time of preparing the Annual Report the data concerning the destinations of our Year 12 cohort for 2015 had not been prepared for publishing. The chart above shows the intended destination of our Year 12 cohort as collected in August and September, 2015 and the proportions would seem to be consistent with the email survey of 2015 Year 12s carried out by school staff in the first few weeks of 2016.

Apparent retention and progression rates (%) - secondary

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2013	114%	66%	69%	98%	75%
2014	106%	77%	77%	97%	79%
2015	87%	69%	61%	69%	63%

Gains in student retention rates exhibited amongst the "half-cohort" of students in 2014 appear not to have been replicated in the 2015 data. 63% of students who commenced Year 11 completed Year 12 in the College with many of those who have left seeking alternative training pathways (eg SMYL Community College). This data tracks "numbers" of students only and does not track individual students.

Attendance

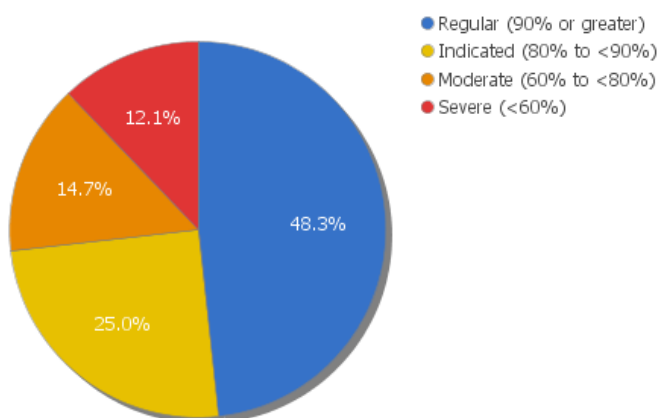
It should be noted that in 2015, Year 7 students were counted in the “secondary” attendance data for the first time. Previously Year 7 data had been labelled as “primary” in Western Australia.

	Non-Aboriginal		Aboriginal		Total	
	School	State	School	State	School	State
2013	86.2%	89.1%	72.2%	67.2%	84.6%	87.4%
2014	80.6%	88.6%	62.6%	66.3%	78.3%	86.9%
2015	84.2%	89.7%	70.4%	68%	82.5%	87.9%

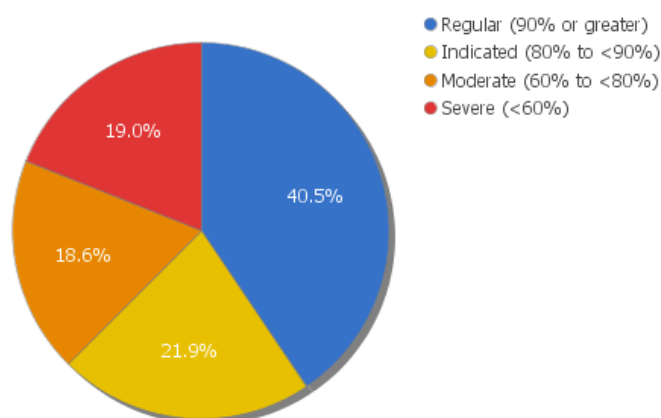
Gilmore College has identified student attendance as a key performance measure given the relationship between attendance and academic performance. Through its values of Rigour, Relevance and Relationships the College strives to provide a meaningful place of learning for all students. It is hoped that continued improvements in school/parent communication through the community engagement activities of the College Board and the addition of parent events will help to strengthen the College’s attendance data in the years to come.

A student is deemed to be regularly attending school with 90% attendance or above. In 2015, the Commonwealth set this same 90% target for Aboriginal students for the first time. The following are the attendance graphs of all types of attendance for 2015.

Semester 1



Semester 2



Behaviour Data

2015 saw a significant reduction in the suspension rate of students from Gilmore College. A range of strategies implemented in restorative practice and case management of students has contributed to this fall in suspensions. 18.8% of our students were suspended in 2015 – this represents a drop of 4.5% from 23.3% in 2014. The majority of students suspended incur just the single suspension period and return to acceptable behaviour thereafter. Students who incur more than one suspension are managed as individual cases and provided support by our extensive Student Services team to improve their behaviour.

National Survey of Students, Parents and Staff

In 2015, Gilmore College undertook a comprehensive survey of students, parents and college staff.

Despite the previously mentioned reduction in suspensions and major behavioural incidents “Student Behaviour Management” continues to be the main area for concern for staff, students and parents. The College continues to develop in this area through our stated “relationships” based ethos. Developing positive staff/student relationships and enabling mutually respectful, resilient student/student interactions, through our student services and pastoral care approach, is seen as the key to moving forward in managing student behaviour.

Parents, students and staff all rated teacher expectation of students to give their best effort as the most positive aspect of our College. Parents also highly rated school communication, student satisfaction and school improvement processes.

Students indicated that they felt they were given useful feedback on their academic performance and that staff motivated them to learn.

Staff named their approachability and participation in school improvement processes as the aspects they felt were positive for the College.

The survey, using the Department of Education’s survey tool, sat alongside the survey conducted on behalf of the College Board conducted by “Creating Communities”. This second survey has resulted in several parent and community events being held late in 2015 (such as the Dialogue Café on 10 November) with a view to implementing a “Communications Strategy” in 2016. The Department of Education survey tool will be administered again late in 2016, to gauge the effectiveness of these events.

2015 Gilmore College Comparison Table

	Parents	Staff	Students
Teachers at this school expect my child / students to do his or her best.	70%	89%	91%
Teachers at this school provide my child / students with useful feedback about his or her school work.	59%	78%	70%
Teachers at this school treat students fairly.	59%	80%	48%
This school is well maintained.	62%	82%	38%
My child / students feels safe at this school.	53%	48%	45%
I can talk to my child’s teachers / my teacher about my concerns.	69%	82%	52%
Student behaviour is well managed at this school.	43%	31%	15%
My child / students like being at this school.	66%	51%	57%
This school looks for ways to improve.	65%	91%	66%
This school takes parents’ / staff / students opinions seriously.	51%	64%	40%
Teachers at this school motivate my child / students to learn.	49%	72%	70%
My school gives me opportunities to do interesting things.			66%
My child is making good progress at this school.	59%		
My child / students learning needs are being met at this school.	48%	62%	
This school works with parents to support students learning.	54%	69%	
I receive useful feedback about my work at this school.		69%	
Staff are well supported at this school.		60%	



Learning Area Reports

The Arts

In 2015, The Arts Learning Area embarked on many ambitious projects. The Learning Area organised 75 students, across year groups, to attend the Wicked Musical. In June, Visual Art students collaborated with industry professions to produce an industry quality short film "Room 2.22". Our students performed and exhibited in the Dance, Drama and Visual Art categories at the Youth On Health Festival in September in Mandurah, winning the "Innovative Staging" and "Excellent Integration Of Dance Into a Dramatic Medium". Students prepared for the inaugural whole College "Musical Into The Woods". With a cast and crew of over 50 Year 7 to 12 students, they performed a successful sold out season at the Koorliny Arts Centre.

The College Choir has been a regular feature at the whole College assemblies showing their love for singing and performing. The Choir selflessly donated their time to bring joy to various members of the public such as nursing homes and at Carols by Candlelight.

Towards the end of the year students performed five matinee performances consecutively for the surrounding primary schools. This included the ARTSFEST performance that evening. These students performed for over 370 audience members for the day.

78% of Year 7s achieving a C grade or better

70.3% of Year 8s achieving a C grade or better

53.1% of Year 9s achieving a C grade or better

The 2015 staff included: Sophie D'Rozario (Head of Learning Area), John Coen, Caitlin Dancer, Michelle Italiano, Emma Maxfield, Tim McLaughlan, and Anita Telkamp.



English

Year 7 and 8 results were better than expected, though there was a small decline in As from Semester 1 to Semester 2. This was mitigated somewhat by a slight increase in Ds from Es. Year 9 and 10 results were about on par with like schools. There was a bulge, however, in the migration of students from Cs to Ds and Ds to Es, which is often noticed in Semester 2 results at Gilmore College.

Most of our graduating students received at least a minimum C pass in whatever English they were enrolled in. Our ATAR students performed exactly as we predicted – this is a huge improvement on 2014 when the results we predicted were generally higher than the results students actually achieved, which prompted a moderation visit by the School Curriculum and Standards Authority in 2015. The moderation visit for ATAR English was very successful and the moderator was very pleased with the way Gilmore College was teaching the course.

During Literacy Week the English Learning Area hosted a Spelling Bee competition which saw 99% of all lower school students participating. We also held a Poetry Writing competition and had 27 high class entries. Winners and runners-up from both competitions were presented with gift vouchers and certificates.

Our debating team was well placed in its group and the debating students gained a lot of respect from the other schools in the competition. Thanks go to Ms Duraisamy for her extra special efforts with the debating team, which will continue into 2016.

The 2015 staff included: Greg Chinery (Head of Learning Area), Kathleen Cassidy, Michael Connoley, Edith Copeman, Nethia Duraisamy, Margaret Kerkham, Nicole Leslie, and Marita Rozario.



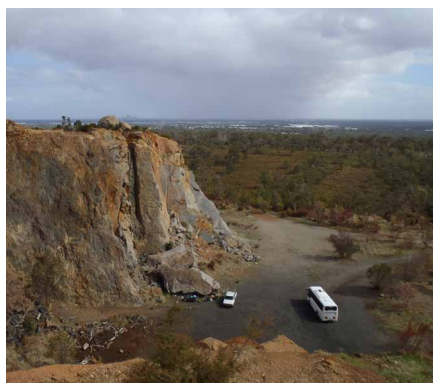


Health and Physical Education

In 2015, the Learning Area refined and extended the successful learning programs for students in Years 7 – 12. A collaborative and common approach to the delivery of these programs was well established by the conclusion of the year. In Health Education, the learning program reflected the direction outlined in the Australian Curriculum.

Semester One

Subject	A	B	C	D	E	Total	2014 Grade Ave	2015 Grade Ave
H&PE	50	206	266	114	108	745	2.78	2.97
Percentage	6.7	27.7	35.7	15.3	14.5			



Semester Two

Subject	A	B	C	D	E	Total	2014 Grade Ave	2015 Grade Ave
H&PE	77	177	197	112	188	748	2.85	2.78
Percentage	12.8	21.8	26.6	15.4	23.4			

In the Senior School, there was an increase in the number of students selecting courses, particularly with the re-introduction of the Physical Education Studies (General) course in Year 11. Through Outdoor Education we were able to offer some outstanding educational experiences to some very beautiful parts of our State including; Dwellingup, Mundaring, Mandurah, and Rottnest. Activities that were offered on these camps were abseiling, snorkelling, orienteering, canoeing, hiking and mountain biking.

Semester One

Subject	A	B	C	D	E	Total	Grade Ave
11 General Physical Education Studies	2	4	5	4	10	25	2.36
11 General Health Studies	1	3	7	1	11	23	2.22
1C Health Studies	2	9	9	12	19	51	2.27
11 General Outdoor Education	1	0	9	4	7	21	2.24
1C Outdoor Education	2	3	3	4	4	16	2.69
Yr 11 Sports Coaching	N/A						
Yr 12 Sports Coaching	N/A						





Semester Two

Subject	A	B	C	D	E	Total	Grade Ave
11 General Physical Education Studies	2	6	5	0	13	26	2.38
11 General Health Studies	2	5	6	1	6	20	2.80
1D Health Studies	1	5	3	1	4	14	2.86
11 General Outdoor Education	1	5	5	1	9	21	2.43
1D Outdoor Education	1	5	3	1	4	14	2.86
Sports Coaching	100% completion of competencies. By year 12 students.						

The College continued to organise sporting teams in 2015. These included: hockey, AFL, netball, rugby, athletics, basketball and soccer.

The Learning Area organised the inaugural X-country event which was included in the build up to the Athletics Carnival. This was very well received by our students from all year groups with roughly 60 competitors.

The 2015 staff included: Jeremy Ingram (Head of Learning Area), Shamus Ballantyne, Jarrad Jones, Lauren McCaig, Angela Pateman, Hamish Patterson, and Steve Robinson.

Humanities and Social Sciences

The Learning Area was instrumental in the implementation of CONNECT, providing an enriched education program for all the students. There was an overall improvement in academic achievement of the students in the Learning Area. A number of excursions and incursions were organised for the students.

The Learning Area coordinated the commemoration of the ANZAC Centenary celebrations at the College. In addition to a whole College Assembly to mark the occasion, activities were integrated into the learning programs, Years 7 – 12.

There was a significant increase in the number of students who participated in the different Humanities and Social Science competitions during the year, including the Australian History Competition, the Australian Geography Competition, the International History Bee and Bowl Competition, the Spirit of ANZAC Centenary Youth Challenge Program, and the Statewide Youth Parliament Program. In each competition, our students achieved to a high standard.



Middle School

Semester One	Semester Two
Year 7: 57% of the students passed with grade C or better	Year 7: 59% of the students passed with grade C or better
Year 8: 70% of the students passed with grade C or better	Year 8: 70.1% of the students passed with grade C or better
Year 9: 46% of the students passed with grade C or better	Year 9: 45% of the students passed with grade C or better
Year 10: 48% of the students passed with grade C or better	Year 10: 52% of the students passed with grade C or better



The 2015 staff included: Innocent Chikwama (Head of Learning Area), Erin Albertini, Jess Bidwell, Mark Cluning, Jessica De Beer, Marilyn Harris, Anita Mikich, Daniel Szwczak, and Cheryl Tate.



Mathematics

In 2015, the College demonstrated improvements in NAPLAN results. Although a number of students in Year 7 and Year 9 were below the benchmark, the Year 9 cohort demonstrated improved results.

Semester One

Year 7 Grade Distribution

A: 3, B: 14, C: 63, D: 63 & E: 59

Year 8 Grade Distribution

A: 16, B: 31, C: 53, D: 48 & E: 63

Year 9 Grade Distribution

A: 10, B: 27, C: 46, D: 52 & E: 50

Year 10 Grade Distribution

A: 6, B: 13, C: 35, D: 19 & E: 74

Semester Two

Year 7 Grade Distribution

A: 9, B: 20, C: 72, D: 48 & E: 44

Year 8 Grade Distribution

A: 22, B: 33, C: 52, D: 42 & E: 51

Year 9 Grade Distribution

A: 7, B: 28, C: 47, D: 32 & E: 82

Year 10 Grade Distribution

A: 8, B: 20, C: 39, D: 23 & E: 55

Results for courses in the Senior School required further attention. The development of new resources would hopefully address the deficits in 2016. Absenteeism and non-submission of work were contributing factors.

The College's results when compared to like schools in terms of Mathematics: Applications is comparable. However, a large tail is still present. Our Median score was higher than our like schools for Mathematics: Applications. However, the mean score is considerably lower in Mathematics: Applications. A number of students chose to remain in the course despite being counselled that they should consider Mathematics: Essential. Both median and mean scores were below like schools and the tail was longer when compared to like schools.

The 2015 staff included: Roneil Billimoria (Head of Learning Area), Sean Aitken, Eva Baczek (left Semester 1), Addwell Chipanguara (left Semester 1), Phillip De Kock, Carroll Hall (commenced Semester 1), Harneet Kaur, Ramila Mistry (commenced Semester 1), Rogani Naidoo, Namita Patel, and Alison Timmins.



Science

This year in Science, Year 7-10 classes were reviewed and restructured. Each staff member nominated subjects that they were most interested in teaching for the year, and students were cycled through in 8 or 9 week teaching blocks to 'expert' teachers in the areas of Biology, Physics, Chemistry and Earth and Space Sciences. This has given both staff and students a shorter, more concentrated exposure to the subject and to each other. While there have been some logistical issues with this format, we can see a number of advantages, namely the ability of our staff to become familiar with and differentiate a specific part of the curriculum to meet the needs of their students and the shorter exposure to a topic which helps reduce the end of year down turn in results. The Science Learning Area plans to continue and refine this practice during the 2016 school year.

The Learning Area has made a concerted effort to introduce and implement Connect to our classrooms as a teaching and learning platform. Introduced in Term 1, the number of Connect classes increased through the school year, allowing for homework tasks, project materials audio and visual links and class content to be accessible both at school and at home.

Term 4 saw the Science Fair - an excellent vehicle for students in Years 7-10 to demonstrate the knowledge and understanding of Science concepts that were of particular interest to them. It was great to see so many students participate, both in the production, display and voting aspects of the fair. Our thanks to the staff in other learning areas who bought their students to visit.

The Learning Area was pleased to have the first graduating class of Physics students in the history of Gilmore College in 2016. Congratulations to both our Physics and Biology teachers whose Year 12 results showed that they know both their students and the standard required of them.





Semester One	Semester Two
A – 5.6%	A – 7.7%
B – 14.1%	B – 12.1%
C – 30.6 %	C – 24 %
D – 21.6%	D – 23.2%
E – 49.6%	E – 33.1%

Year 12 Biology students attended an excursion to the Perth Hills to observe and discuss the impact of fire on the natural environment. They had an excellent day; the students enjoyed themselves and improved their understanding of this biological concept.

Year 12 Earth and Environmental Science also took to the Perth Hills to access the railway cutting that allowed them both visual and hands-on experience with many of the unique geological formations of the area.

Science Education excursions were organised 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.

The College was very proud to send Leila De Oro, Fen Estrella, Callum O'Donnell and Keenan Parish to the KIC iScience Project. These four students were selected to participate in a unique opportunity to explore and understand the breadth of industry in the Kwinana Industrial Area and the road range of science based careers available.

The 6 day program saw the students visiting a wide range of working environments within the KIA and participating in workshops including; resume writing, interview techniques, social media and presentation skills and hands on Science activities.

The 2015 staff included: Helen Hocking (Head of Learning Area), Bill Bennett, Zoran Groznica, Deb Migliori, Emma Mills, Julianne Sayers, Michael Smith, Maureen Turnbull.



Technology and Enterprise

In 2015, the majority of students received a 'C' grade or better in Years 7 – 10 across the contexts in Technology and Enterprise. Design and Technology courses were reviewed to ensure the explicit teaching of numeracy skills were integrated in the metals and wood contexts.



Semester One	Semester Two
Year 7 C Grade or better 70%	Year 7 Grade or better 75%
Year 8 Grade or better 70%	Year 8 Grade or better 70%
Year 9 Grade or better 70%	Year 9 Grade or better 60%
Year 10 Grade or better 60%	Year 10 Grade or better 70%

All Year 12 VET students in Technology and Enterprise completed their Certificate courses. Childcare and Community Service students participated in a 'buddy' program at Orelia Primary School. KIC students participated at the State level in the World Skills Competition with one student to compete at the National level in 2016.

The 2015 staff included: Chris Morgan (Head of Learning Area), Ashley Chopping, John Gallea, Deb Glanville, Deb Green, Rob Guest, Ken Matsen, Steve Morton, Jason Palmer, German Panopio, and Rebecca Tennant.





Vocational Education and Training

VET Achievements

64 out of 65 VET students successfully completed a Certificate II or higher. Gilmore College was ranked 3rd in the State with a 98.46% completion rate. School Based Trainee's – 13 out of 13 successfully completed Certificate II Engineering. All have gone on to Apprenticeships or further training. Aboriginal School Based Trainee's – 2 out of 2 successful completed– Certificate II in Engineering and Cert II in Community Services

Synergy Rising Star Scholarships awarded to two KIC Metals in Engineering students – Darren Upoko and Samuel James

World Skills Engineering Gold Medal winner Thomas Pratt will go on to represent WA at the National World Skills Competition in Melbourne, October 2016.

Peron Trade Training Centre on Gilmore site will be ready to open for delivery in Semester 2, 2016 and fully operational by 2017. This "Process Engineering Centre for Excellence" is the first of its kind in WA. Students will complete training in Process Plant Operations at a Certificate II level going on to Challenger ACEPT for Certificate III and higher. This Centre will equip our young people to meet the anticipated skills shortage in the Kwinana Area as Process Operators retire.

Programs offered

Three types of VET programs offered at Gilmore College - Specialist VET, Standalone Certificates and Profile courses delivered at TAFE.

Specialist VET courses – Industry Specific pathway with WPL component, application required. All are two year courses.

Recommended for students interested in careers in these Industry areas:

- Certificate II Hospitality
- Certificate II Building and Construction
- Certificate II Engineering – Plant Mechanic
- *Certificate II Engineering – KIC SBT – specialized course with only 14 students accepted each year
- Certificate IV Nursing - * offered through PACT in Year 12 by application. No WPL required.

Standalone Certificates – designed for students to achieve WACE under new requirements and who may not fully know what they want to do on completion of Year 12.

- Certificate II Information, Digital Media and Technology
- Certificate II Business Services
- Certificate II Creative Industries
- Certificate II Sports Coaching
- Certificate II Foundation Skills – Work Connect only

Profile Courses – a variety of courses offered under special arrangements with TAFE.

** These courses require a minimum of a "C" average and require an application and interview.

Examples are:

- | | |
|-------------------------------|---------------------------------------------|
| • Community Services | • Hospitality – Coffee focus – WC |
| • Hairdressing | • Automotive skills set – WC |
| • Retail Makeup and Skin Care | • CALM – WC |
| • Education Assistant | • Building and Construction skills set – WC |
| • Animal Studies | |

The above offerings give students at Gilmore College a variety of Certificates to select in order to meet SCISA requirements to complete a WACE Certificate.



Staffing Information

In 2015 Gilmore College had 60 teaching staff, 18 administrative staff and 27 support staff, using an FTE of 96.6. (Not all staff are full time).

All of our staff meet the professional requirements to work in Western Australian Schools and all teaching staff are registered with the Teacher Registration Board of Western Australia.

Special Achievements 2015

LyriK Award Winners

Achievement	Tanesha Bennell
Inspiration	Bailey Ballard
Respect	Brayden Kelly
LyriK Young Person of the Year	Tanesha Bennell

LyriK Educational Scholarships

Entering Further Education (\$800 each)

Milarie Dogello
Jayde Davison
Jasmine Catalan

Entering Year 11

Tia Jones

Clontarf Awards Junior Awards (Year 7 – 9)

Most Improved Award	Kai Bulk
Great Bloke Award	Zach Ashwin
Academic Achievement Award	Shaun Pereyra
Clontarf Spirit Award:	
Year 7	Jye Hilzinger-Smith
Year 8	Morgan Bropho
Year 9	Jaygo Lawrence
Coaches Award	Seth Hamill
Fairest and Best Runner Up	Clayton Moore
Fairest and Best	Brett Pitt

Clontarf Senior Awards (Year 10 – 12)

Great Bloke Award	Kieren Milton
Academic Achievement Award	Hunter Culbong
Clontarf Spirit Award:	
Year 10	Bailey Ballard
Year 11	Jason Cockie
Year 12	Brandon Stack
Employment Award	Trae Hansen
Fairest and Best Runner Up	Josh Kickett
Fairest and Best	Bradley Pereyra



Head Boy Head Girl

Maxwell Engelsman
Samantha Earnshaw

Metals & Engineering Synergy Scholarships

Rising Star
Darren Upoko
Samuel James
(\$800 each)

2015 Top Public Schools Awards

Top 50 VET schools
Gilmore College 98.25%
Completion ranked 31 or equal to 3rd in WA

2014 Valedictory Subject Award Winners

Applied Information Technology	Ivan Basnillo
Biological Sciences	Jasmine Catalan
Building and Construction	John Patrick Gloria
Business Management and Enterprise	Samantha Earnshaw
Career and Enterprise	Bianca Casto
Children Family and Community	Kimberley Martin
Creative Industries Media Certificate II	Isabella Grubb-Moss
Drama	Dakota Gurney
Food Science and Technology	Melanie Parker
Earth and Environmental Science	Jasmine Catalan
English (Stage 3)	Jasmine Catalan
English (Stage 2)	Zoe Adams
English (Stage 1)	Matthew Dugan-Baldrey
Geography	Jesse Walton
Health Studies	Chloe Doomen
Hospitality Certificate II	Maggie Stidworthy

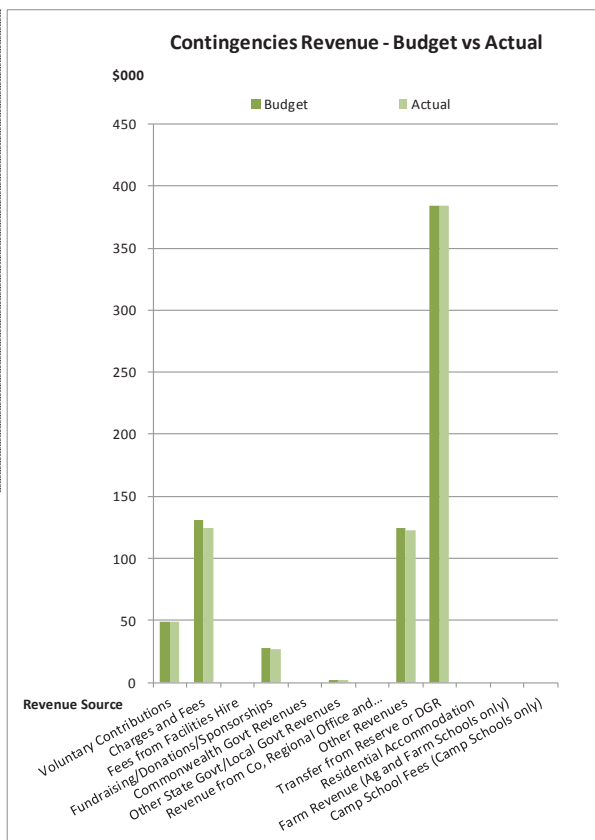
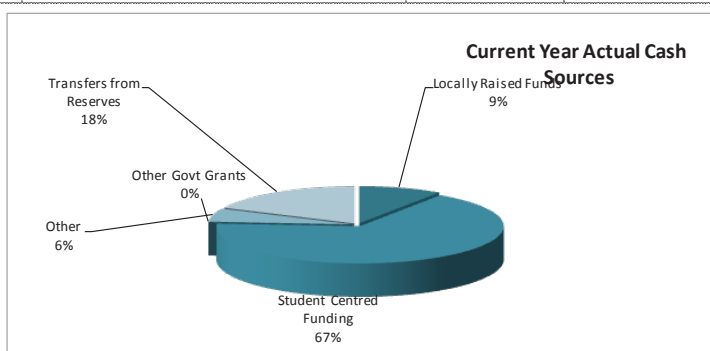
Information Technology Certificate II	Jasmine Catalan
Integrated Science	Melanie Parker
Mathematics (Stage 3)	Ivan Basnillo
Mathematics (Stage 2)	Jasmine Catalan
Mathematics (Stage 1)	Kimberley Martin
Music	Casey Atkinson
Nursing Certificate IV	Jayde Davidson
Outdoor Education	Kimberley Martin
Sport Coaching Certificate II	Bruce Arellano
Visual Arts	Thelisha Van Niekerk
Whole School Production	Meleane Vi
Workplace Learning	Chloe Doomen

Special Awards

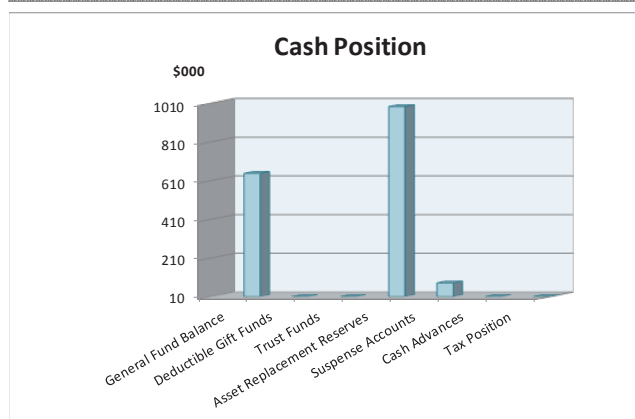
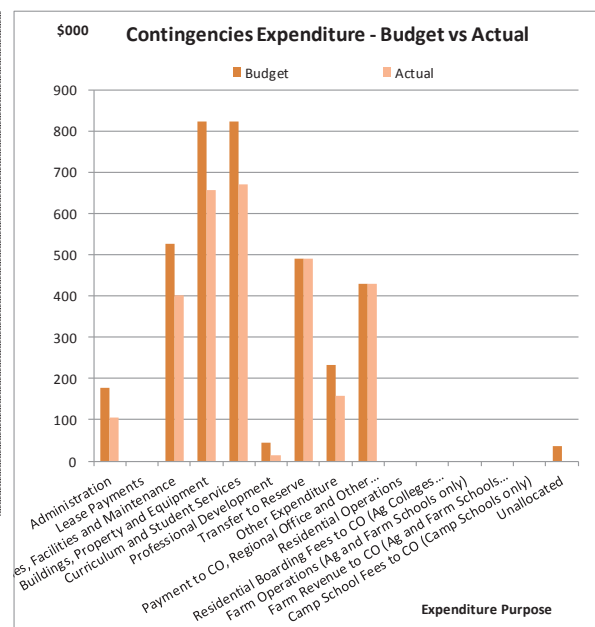
ADF Long Tan Youth Leadership & Teamwork	Samantha Earnshaw
CALTEX All Rounder Award	Bruce Arellano
Most Consistent Effort KIC Traineeship	Lucaan Cooper
Most Improved Student	Kirsten Bosworth
Most Industrious Effort	Jayde Davidson
Premier Student – ATAR	Ivan Basnillo
Premier Student - General Studies (Stage 1)	Kimberley Martin
Premier Student - Vocational Education & Training	Matthew Dugan-Baldrey
RSL Citizenship Award	Samantha Earnshaw
Strathalmond Trophy	Meleane Vi
Strathalmond Trophy	Hamish McNicholl
Youth Leadership Award	Maxwell Engelsman



	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 49,374.67	\$ 49,286.17
2	Charges and Fees	\$ 131,343.82	\$ 124,313.01
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 27,731.81	\$ 26,587.74
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,595.37	\$ 1,595.37
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 124,431.86	\$ 122,600.00
9	Transfer from Reserve or DGR	\$ 383,744.62	\$ 383,744.62
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 718,222.15	\$ 708,126.91
	Opening Balance	\$ 1,443,313.69	\$ 1,443,313.69
	Student Centred Funding	\$ 1,418,015.59	\$ 1,418,015.59
	Total Cash Funds Available	\$ 3,579,551.43	\$ 3,569,456.19
	Total Salary Allocation	\$ 10,139,852.00	\$ 10,139,852.00
	Total Funds Available	\$ 13,719,403.43	\$ 13,709,308.19



	Expenditure	Budget	Actual
1	Administration	\$ 176,476.37	\$ 104,842.60
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 525,363.09	\$ 401,130.75
4	Buildings, Property and Equipment	\$ 822,821.47	\$ 656,837.75
5	Curriculum and Student Services	\$ 821,733.25	\$ 669,227.72
6	Professional Development	\$ 43,899.00	\$ 13,512.84
7	Transfer to Reserve	\$ 490,000.00	\$ 490,000.00
8	Other Expenditure	\$ 233,457.07	\$ 157,965.44
9	Payment to CO, Regional Office and Other Schools	\$ 429,298.88	\$ 429,275.60
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 36,502.30	\$ -
	Total Goods and Services Expenditure	\$ 3,579,551.43	\$ 2,922,792.70
	Total Forecast Salary Expenditure	\$ 9,829,276.00	\$ 9,829,276.00
	Total Expenditure	\$ 13,408,827.43	\$ 12,752,068.70



Cash Position as at:	
Bank Balance	\$ 1,707,114.75
Made up of:	
1 General Fund Balance	\$ 646,663.49
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 992,124.08
5 Suspense Accounts	\$ 80,715.18
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 12,188.00
Total Bank Balance	\$ 1,707,114.75