



SCHOOL REPORT 2017

KWINANA'S INDEPENDENT PUBLIC SCHOOL





Principals Welcome

Erica Jones, Chair of the Gilmore College Board and I welcome you to the Annual Report for Gilmore College for the 2017 school year.

The Annual Report is based on four guiding principles:

- Reporting our progress against our Business Plan priorities based on analysis of data produced through the College's cycle of self-assessment. Key areas include the Business Plan Target evaluation.
- Providing contextualised information about student achievement, including those student groups experiencing potential educational disadvantage. (Key areas include NAPLAN, Year 12 data, Special Program reports).
- Reporting on our annual budget and accounts.
- Parent, student and staff satisfaction (in the absence of a survey conducted in 2017 we have reported our student/parent/carer and staff PBS Survey results).

Our Year 12 ATAR cohort built on the perpetual success of our VET students by significantly raising the Median ATAR achieved. Our NAPLAN data (with the exception of Year 9 Numeracy) showed that we are performing near to expectations with our like schools. Finally, our Academic Extension Program continues to shine the way on setting high expectations of our students throughout the school.

Of course an annual report doesn't necessarily show the many ways in which a school adds value to students' lives and their education through its programs, remedial support and extra-curricular activities.

From 2018 on we will be participating in the Fogarty Foundation's Edvance School Improvement Program. This program is a three year commitment on the part of the school's executive team and leadership, to improve our student academic and non-academic outcomes through evidence based strategic planning. I look forward to reporting on our first year in this program in next year's report.

Rohan Smith



College Board Chair Welcome

Hello and welcome to the Gilmore College Annual Report for 2017.

The Annual Report details the work of the College in delivering an educational and pastoral program for your child at Gilmore College. The report is the work of the Principal, College staff and the College Board. In 2017, the Gilmore College Board continued to put in place strategies to strengthen its capacity as a College Board and work with the College community to determine how best to engage with parents/carers and the greater Kwinana community.

Outlined below are some examples of what the College Board achieved during the year.

Building parent/carer engagement opportunities:

- Regular College tours (4) conducted by the Principal.
- A meeting and tour held for Year 7 and 11 parents/carers.
- There has been a continued focus of getting school information to parents and carers through mediums such as email, newsletter, Skoolbag, SMS and the electronic sign to inform parents/carers about College events.
- Naidoc week continued to shine as a Gilmore College icon event.

In 2017 the College Board built on the previously reported board strengths by:

- The Board Chair, Principal and governance leaders attending the Department of Education's School Board Conference.
- Holding an induction for new members.
- Introducing a ZOUD (Zone of Uncomfortable Debate) to the monthly Board agenda.
- Aligning key areas of Business Plan to Principals and other Board reporting documents.
- Being prepared to ask the tough questions to ensure that we, as the Board, are well informed so as to respond to the school communities needs.

Erica Jones

Our Board members for 2017: Carol Adams - Community member (Mayor, City of Kwinana); Lisa Alai-Alesane - Parent/Carer member; Donna Brahim - Community member (Red Cross and Medina Aboriginal Cultural Community); Caitlin Dancer - Staff; Lorraine Finlay - Community Member (Lecturer in the School of Law at Murdoch University); Mandy Grubb - Community member (The Smith Family); Erica Jones - Chair and Parent/Carer member; Chris Oughton - Community member (Kwinana Industries Council); Justin Paul - Parent/Carer member; Huda Rashid - Vice Chair and Parent/Carer member; George Sekulla - Staff; Paul Smith - Parent/Carer member; Rohan Smith - Principal; Daniel Szewczak - Staff.

Gilmore College Ethos

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

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.

Background

The College is the Independent Public 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

The College priorities from 2016-2018 include:

- Building Staff Capacity
- Student Learning
- Partnerships
- Pastoral Care

In becoming a world class educational community where we strive for excellence, the College offers and promotes:

- Academic achievement and the pursuit of knowledge;
- Health and Physical Education and sporting excellence;
- Engineering and Industry links;
- The Arts;
- Science, Technology and Innovation; and
- Exceptional programs for Aboriginal students.

Gilmore College is committed to achieving Public School Excellence using:

- A curriculum which is dynamic and rigorous, responding to student and societal needs;
- Teaching roles that focus on collaboration with colleagues, use modern technology and encourage the problem-solving capacities of students;



- Decision making processes that reflect collaboration and consultation with all elements in the College community;
- Management of resources with increasing requirements for effectiveness and efficiency; and
- Routine use of technology to access information.

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.

Supporting our Students

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 three Associate Principals, 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 through the “Learning Club” program, Scholarship program, Financial Literacy, Work Inspirations and SmArts), Aspire UWA, Murdoch University, The Peron Alliance of Curriculum and Teaching (PACT), Kwinana Industries Council Education Partnership (including iWomen, iMen, iDiversity, iTeacher, Bright Sparx 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. The College has also developed positive working relationships with the Medina Aboriginal Community Centre (MACC), Salvation Army, City of Kwinana Youth Services, the Community Policing Team for Orelia and 'Old Flames' Kwinana Senior High School and Gilmore College Alumni Association.



Everything we do is put in place to improve student lives through learning and education.

2017 Gilmore College Management Review

At the commencement of each school year the management team of Gilmore College pause to review the previous year. At the start of 2018 the team, which consists of Heads of Learning Areas, Student Services Managers and the Executive Team laid out the following by way of reviewing 2017.

Areas that can be improved:

- Providing feedback to students on their work and applying a 2-4 week turnaround to all assessments.
- Communication with parents/carers.
- Attendance record keeping and timely entry of data into the SIS database
- Reporting and making use of data that we either make or receive.
- Enhancing the use of Connect and the marks book tool within Reporting to Parents.

Areas for celebration and inspiration for 2018:

- Gilmore College's Moral Purpose aligns with the idea that everything we do is put in place to improve student lives through learning and education.
- We continue to be outstanding at providing learning niches within our school.
- The continued development of our Scope and Sequence documentation aligned to the new Western Australian curriculum.
- We set high expectations of our students.

- We are at the forefront of providing new assessment schemes and ways to assess students and their learning.
- We are aware of and willing to exploit the link between attendance, achievement and wellbeing.
- We have teachers who are willing to collaborate with one another, observe each other's teaching and moderate their assessments.
- We are committed to a whole school literacy and numeracy strategy.
- We offer a broad suite of Senior School options including an array of nationally recognised Certificate options.
- We provide structured learning spaces and classrooms.
- We are advanced in our Positive Behaviour Schools strategy and have run successful whole school events around PBS.
- The Externally Set Tasks run in Year 12 each year by the School Curriculum and Standards Authority show that there is comparability between our assessments and those in the remainder of the education system.
- The development of strong Arts programs continues.
- We are running a trial of both an engagement program (Re-Connect for Years 8 and 9) and the provision of a Level 3 Manager for Learning Support.

2017 Review of Achievement Targets

Business Plan 2016 – 2018

Performance	Achievement Target	Data
	The progress achieved by the stable cohort in NAPLAN will close the gap with like schools in each test area.	Between 2016 and 2017 the gap with Like Schools has closed in every test category except Year 9 Numeracy. (Please see separate NAPLAN article in this report).
	Increase % of students at or above National Minimum Standards for NAPLAN to close the gap between Gilmore College and like schools.	<p>In 2017 Reading, 83% of Year 7 students achieved this target compared to 82% in 2016. 82% of Year 9 students achieved this target compared to 87% in 2016.</p> <p>In 2017 Writing, 78% of Year 7 students achieved this target compared to 71% in 2016. 56% of Year 9 students achieved this target compared to 66% in 2016.</p> <p>In 2017 Grammar and Punctuation, 79% of Year 7 students achieved this target compared to 82% in 2016. 74% of Year 9 students achieved this target compared to 76% in 2016.</p> <p>In 2017 Spelling, 85% of Year 7 students achieved this target compared to 77% in 2016. 81% of Year 9 students achieved this target compared to 75% in 2016.</p> <p>In 2017 Numeracy, 92% of Year 7 students achieved this target compared to 90% in 2016. 99% of Year 9 students achieved this target compared to 91% in 2016.</p>
	Increase % of students that will qualify for their WACE through OLNA achievement by the end of Year 10.	<p>On average across all test types there were 38% of Year 10 students who had passed their OLNA at the end of 2016.</p> <p>On average across all test types there were 47% of Year 10 students who had passed their OLNA at the end of 2017.</p> <p>This represents an increase of 9%.</p>
	Increase % of Academic Extension students that attain an 'A' grade in English, Humanities & Social Sciences, Mathematics, and Science in the Semester 2 Report.	<p>In 2016 83% of students in the Academic Extension Program were awarded at least one A across the four MESH subjects.</p> <p>In 2017 81% of students in the Academic Extension Program were awarded at least one A across the four MESH subjects.</p> <p>This represents a decrease of 2%.</p>

	Increase % of Aboriginal and non-Aboriginal students in Years 7 – 12 that attain a 90% attendance rate.	<p>In Semester 1 2016 46% of students had a 90% attendance record.</p> <p>In Semester 1 2017 49% of students had a 90% attendance record.</p> <p>This represents an increase of 3%</p>
	Increase % of Year 12 Aboriginal students that attain WACE.	<p>In 2016 20% of eligible Aboriginal Year 12 students achieved a WACE.</p> <p>In 2017 75% of eligible Aboriginal Year 12 students achieved a WACE.</p> <p>This represents a significant increase in 2017.</p>
	Increase % of Year 12 students to achieve an ATAR of 55+ and or a full qualification of Certificate II achievement.	<p>In 2016 the Attainment Rate (ATAR >55 or Cert II) was 88%.</p> <p>In 2017 the Attainment Rate (ATAR >55 or Cert II) was 93%.</p> <p>This represents an increase of 5%.</p>
	Maintain high % (90%) of eligible Year 12 students that attain full qualifications (Certificate II or higher) in Vocational Education and Training courses.	<p>In 2016 91.5% of eligible WACE students achieved a Certificate II or higher.</p> <p>In 2017 92.5% of eligible WACE students achieved a Certificate II or higher.</p> <p>This target has been maintained for 2017.</p>
	Increase % of Year 12 WACE attainment.	The WACE attainment rate remained relatively stable down to 74% in 2017 from 75% in 2016.

Key

	Achieving
	Progressing
	Not achieved

ATAR and VET Pathways



ATAR

In 2017 Year 12 students seeking direct traditional entry to University through TISC were able to study a full suite of both List A (Humanities, Arts & English) and List B (Mathematics, Technology, Science and Physical Education) subjects. SIDE is an option for students who wish to undertake Mathematics Specialist studies. It is our aim through the ATAR pathway to assist students in meeting their full academic potential and in 2017 we had three students achieve an adjusted ATAR of over 80 allowing them direct entry to all of Western Australia's public Universities.

VET

Our award winning VET pathways are managed at a school level by a Program 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 area and "industrial strip". 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. Pathways exist within the school for students to undertake Plant Mechanics, Engineering (School Based Traineeship), Hospitality, Building and Construction and, for the first time, Process Plant Engineering in our new Trade Training Centre for Excellence.

Special Programs

Automotive – Heavy Diesel Mechanic

This course is run in conjunction with the Kwinana Industries Council and provides access to students from Gilmore College as well as those from schools participating in the Kwinana Industries Council Education Partnership. Students access the facilities at South Metropolitan TAFE Automotive in Rockingham one day per week.

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 the Kwinana/Rockingham area. In 2017, six of our Year 12 students were able to complete the Certificate IV for Direct Entry to Enrolled Nursing at Rockingham Senior High School.

Process Engineering Centre for Excellence

Late in 2016 Senator Dean Smith officially opened the Process Engineering Trade Training Centre for Excellence at Gilmore College. In 2017 our first cohort of students (14 Year 11s) commenced their Certificate II training with a further cohort made up of Year 11 students from Peter Carnley College and Comet Bay College. These students will complete their studies in 2018 and be joined by another two cohorts of Year 11s bringing the total student number to 56.

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).

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.



Peer Coaching and Development of Staff

Peer coaching centres around a deep learning conversation that occurs between two or more colleagues, with a focus on improving student achievement. Participants reflect on their current practice, share ideas, engage in setting professional goals, teach one another, build new skills and gain confidence in providing and receiving feedback about teaching practice.

At Gilmore College in 2017 we aimed to build on the start we had made in establishing a "coaching culture" in 2016 where we had provided two intensive workshops to 12 teaching staff. During term 1 of 2017 the Management team of HOLA's Student Services Managers and Executive team members undertook the growth coaching for leaders course over two weekends set five weeks apart.

Managers who undertook this course were briefed on the principles of successful leadership coaching, provided the formula for coaching conversations and set a coaching task to be completed between workshops with an identified partner. On returning the pairs were debriefed on their coaching experiences and introduced to the concept of the compassionate “difficult conversation”.

The growth coaching model has assisted the management team in bringing the culture of appropriate and spontaneous feedback loops into our school and the two weekend workshops served as a team building exercise for the management team setting a tone for successful collaboration throughout the remainder of the year.

Staff Development – Key Activities 2017

For the second year of our 2016-2018 Business Plan, staff were given the opportunity to develop in a range of experiences. The direct link between these activities and our Business Plan priority Building Staff Capacity is easy to see, but alignment with our other three priorities of Student Learning, Partnerships and Pastoral Care are essential in planning staff development opportunities.

Team Teach

With three qualified trainers on our staff we have continued in 2017 to up-skill teachers at Gilmore College and throughout the Kwinana Federation of Schools in Team Teach. Team Teach is the only recognised Professional Learning approved by the Department of Education to help minimise physical contact between staff and students.

Leading for Impact

As part of the Independent Public Schools initiative Principals were offered the opportunity to undertake a 4 day leadership development program designed and delivered by Integral. The key part of the course was a project completed between the four days of contact where each Principal identified a problem within their school and employed a small group of other Principals undertaking the course to talk through and solve that problem.

Unwritten Ground Rules

Part of the Leading for Impact program encouraged Principals to identify what were the existing “Unwritten Ground Rules” of their schools’ cultures. A positive culture within an organisation has been identified as the key to success for schools, businesses, charities and even governments. Staff at the College were led through the activity to determine the positive staff behaviours that exist and those that are detrimental to the establishment of a strong organisational culture.

Implementation of New WA Curriculum

Since 2002 the new school curriculum has been under development Australia-wide. In 2018, for the first time, all Learning Areas of our school will be fully aligned to the new Western Australian Curriculum. Staff utilised the extra School Development Day provided in 2016 and several other opportunities throughout 2017 to prepare for this landmark change.

Partnerships and Pastoral Care are essential in planning staff development opportunities.

Staff Induction

This has been an area that has needed strengthening in our school. During 2017 our Manager Human Resources designed and collated a staff information package for those new to working at Gilmore College. These materials will be revised as needed and as the planning/strategic needs of the school progress over the next few years. Our aim is to provide as smooth a transition as possible to the many graduates and experienced teachers who commence at Gilmore College at the start of and during each school year.

Growth Coaching for Leadership

Please see the previous section containing information on the weekend Growth Coaching workshops provided in 2017 to Senior Management of the school to compliment the Growth Coaching for Observation work undertaken with teaching staff in 2016.

Countering Violent Extremism in Schools

An initiative of the Federal Government and rolled out throughout Western Australia this Professional Learning was designed to assist schools in providing support to students in countering extremism.

PBS Activities

2017 was a year without formal training for the members of the PBS team, but the team in turn, provided multiple learning experiences for staff at School Development Days and Staff Development Meetings in the provision of a Behaviour Curriculum throughout Gilmore College. Staff in the PBS team will undertake formal training for PBS again in 2018.

Literacy Strategy

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

In gauging the effectiveness of the Literacy Strategy as it exists at Gilmore College a decision has been taken to move the concept and program to the Year 7 cohort for 2018. The basis of this decision is the lack of a discernible link between the strategy and the literacy NAPLAN results/teacher judgements of Year 9 students. It is felt that moving the Literacy Strategy to Year 7 will assist as it will provide on-entry literacy support to students as they start their high school careers.

Follow the Dream

Follow the Dream is a voluntary program for aspirant Aboriginal secondary school students. The Program provides after-school tuition and individualised mentoring, support and case management to assist and support these students to continue achieving excellent outcomes at school.

In 2017, the College supported a total of 38 Year 7-12 aspirant Aboriginal students. The Follow the Dream Outreach Program supported 5 of these students undertaking their studies at nearby secondary schools (Baldivis Secondary College and Rockingham Senior High School).

The College and Follow the Dream students were recognised through the following awards:

- Gilmore College "KAPI TEAM" - First Lego League Robotics Competition - WINNERS
- The King & Wood Malleeson's ASPIRE SCHOLARSHIP AWARD - WINNER – Jordan Harris
- Lyrik Award WINNERS (Inspiration, Progress & Respect) – Ashleigh Reidy, Bailey Ballard and Bonnie Kickett.

One Follow the Dream student participated in the following extra-curricular activity:

- Aboriginal Summer School for Excellence in Technology and Science (ASSETS) – Caliesha Edney.



Follow the Dream - Literacy and Numeracy 2013 - 2017

Literacy and Numeracy	2013	2014	2015	2016	2017
of Year 7 students at or above national minimum standard NAPLAN Year 5 Reading	83%	100%	100%	85%	83%
of Year 7 students at or above national minimum standard NAPLAN Year 5 Writing	83%	100%	100%	77%	100%
of Year 7 students at or above national minimum standard NAPLAN Year 5 Numeracy	100%	100%	86%	69%	83%
of Year 8 - 9 students at or above national minimum standard NAPLAN Year 7 Reading	100%	92%	80%	90%	80%
of Year 8 - 9 students at or above national minimum standard NAPLAN Year 7 Writing	100%	83%	90%	100%	67%
of Year 8 - 9 students at or above national minimum standard NAPLAN Year 7 Numeracy	100%	75%	90%	100%	87%
of Year 10-12 students at or above national minimum standards NAPLAN Year 9 Reading	100%	100%	100%	92%	88%
of Year 10-12 students at or above national minimum standards NAPLAN Year 9 Writing	83%	71%	78%	92%	94%
of Year 10-12 students at or above national minimum standards NAPLAN Year 9 Numeracy	83%	100%	100%	92%	94%
of Year 10-12 students achieving OLNA Reading		100%	62%	100%	88%
of Year 10-12 students achieving OLNA Writing		100%	62%	100%	88%
of Year 10-12 students achieving OLNA Numeracy		50%	50%	100%	88%

Follow the Dream - Year 12 Secondary Achievement 2014-2017

Senior Secondary Achievement	Year 12 2014	Year 12 2015	Year 12 2016	Year 12 2017
% (and numbers) of Year 12 FTD:PFS students who achieved a WACE	3 (100%)	5 (83%)	5 (83%)	9 (100%)
% (and numbers) of Year 12 FTD:PFS students who have an ATAR enabling university entry	0 (0%)	1 (17%)	0 (0%)	0 (0%)
% (and numbers) of Year 12 FTD:PFS students who have an ATAR	0 (0%)	1 (17%)	0 (0%)	1 (11%)
% (and numbers) of Year 12 FTD:PFS students who completed a Cert II or higher	2 (67%)	5 (83%)	6 (100%)	9 (100%)
% (and numbers) Attainment Rate	2 (67%)	5 (83%)	6 (100%)	9 (100%)
Median ATAR		83		64.8

Positive Behaviour Support (PBS) 2017

The purpose of the PBS team is to develop and implement school wide Positive Behaviour Support in order to improve behaviour, teach social skills and achieve higher educational outcomes.

In 2017 our Positive Behaviour Support (PBS) Team has continued to meet fortnightly and work collaboratively with classroom teachers in staff meetings to maintain full staff exclusivity. In a busy and productive year, the PBS team has completed a self-assessment of current PBS practices, and summarised existing school discipline data within the school. The team, guided by data collected by all staff, collated and analysed the information to form the foundation of our Action Plan and for implementing PBS strategies in the future.

Once this was completed the PBS team began the process of establishing school behaviour expectations. This process included the input of staff and students alike through the completion of an in class survey, which all teachers agreed to deliver at the same time. The staff completed the same survey, and the PBS team arranged for the survey to be delivered to all parents via iPads on our parent open night and through our website.

This has allowed us to capture a unique snap shot of all Gilmore College staff, students and participating parents' thoughts, ideas and beliefs in regard to behaviour expectations within our college. The results of this survey were collated and the top five positives and negatives were presented to students in a school assembly, staff in a meeting and parents via our website. With the school behaviour expectations defined the PBS team are now working collaboratively with students and staff to develop a School behaviour matrix, which will identify specific behaviour skills to support our expectations.

To make these behaviours easy to remember an acronym made with the input of all staff has been adopted. It was to represent a positive and inspiring message for students and staff alike, and to be linked to the Crows/Wardongs that are our sporting teams' mascots. These crows have been chosen to take the form of our PBS mascot.

SOAR: We are Supportive
 Organised
 Aspirational
 Resilient

It is important to note that many of our area primary schools are also engaged with PBS program which will generate a high percentage of Positive Behaviour aware students entering our College in the future.

Alongside the discussions of a suitable acronym, the PBS team ran a competition for all students, to design a mascot poster for the PBS program which would feature a reference to a crow. The standard of the entries was very high and once we had chosen our top 10, staff and students were asked to vote for their favourite. Again the decision was so difficult that we could not chose just one design. At present the top four entries as voted by staff and students are with our Art Learning Area, who will endeavour to create one design from the four.

The Gilmore College PBS Committee is part of a network of schools for the Kwinana area who are also engaged with the PBS program.



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. Those students entered their senior years of school study in 2017.

In this initial cohort there are currently 34 students who are enrolled to complete ATAR or University entry studies in 2018 which is an indication of the success of the initial vision by the school leadership of 2013 who aimed to raise the expectations of student achievement. A further benefit has been the strengthening of the cohorts undertaking VET pathways in senior school as entry to the KIC School Based Traineeship and the new Process Engineering Certificate courses has become highly competitive over the past few years.

There are currently 34 students who are enrolled to complete ATAR or University entry studies in 2018

In 2017, a fifth intake group was selected to participate in the Program at Year 7 level. 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. 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 using Bloom's Taxonomy to cater for higher order thinking.

The addition of a second group of "Aspirant" Academic Extension students in 2016 has further strengthened our academic pathways in English, Humanities & Social Sciences, Mathematics and Science. This aspirant Academic Extension class catered for students who required further assistance to meet the standard required to participate in the Academic Extension Program.

The following tables show the grade distribution for class sets 7.1, 8.1, 9.1 and 10.1 in each Learning Area involved in the delivery of the Program.

Cohort 1 2013-2016

Grade	English				Mathematics				Science				HASS			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
A	6	13	5	13	12	13	7	12	23	10	10	8	10	21	15	15
B	18	19	26	16	13	9	19	9	5	15	18	13	17	11	14	13
C	6	0	1	0	5	10	5	10	2	6	3	8	3	0	2	3
D	0	0	0	1	0	0	0	0	0	1	0	2	0	0	0	0
E	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Cohort 2 2014-2017

Grade	English				Mathematics				Science				HASS			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
A	6	5	1	6	9	14	10	2	23	17	11	9	6	4	18	9
B	10	21	20	19	20	10	11	12	6	10	6	5	19	23	8	12
C	13	2	6	5	1	4	6	15	1	1	7	4	5	1	1	8
D	1	0	0	1	0	0	0	2	0	0	2	8	0	0	0	2
E	0	0	1	0	0	0	1	0	0	0	2	5	0	0	1	0

Cohort 3 2015-2018

Grade	English			Mathematics			Science			HASS		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
A	0	0	3	3	9	8	7	10	7	10	13	9
B	9	14	20	12	6	14	14	4	10	9	6	14
C	18	9	7	10	8	8	7	6	9	9	4	6
D	1	0	0	3	0	0	0	3	4	0	0	0
E	0	0	0	0	0	0	0	0	0	0	0	1

Cohort 4 2016-2019

Grade	English		Mathematics		Science		HASS	
	2016	2017	2016	2017	2016	2017	2016	2017
A	1	2	9	5	16	15	20	16
B	20	21	14	18	11	9	7	13
C	9	6	7	7	3	4	3	1
D	1	0	0	0	0	2	0	0
E	1	1	1	0	1	0	1	0

Cohort 5 2017-2020

Grade	English	Mathematics	Science	HASS
	2017	2017	2017	2017
A	2	4	4	9
B	29	13	14	13
C	0	13	9	8
D	0	1	4	1
E	0	0	0	0



Our Results

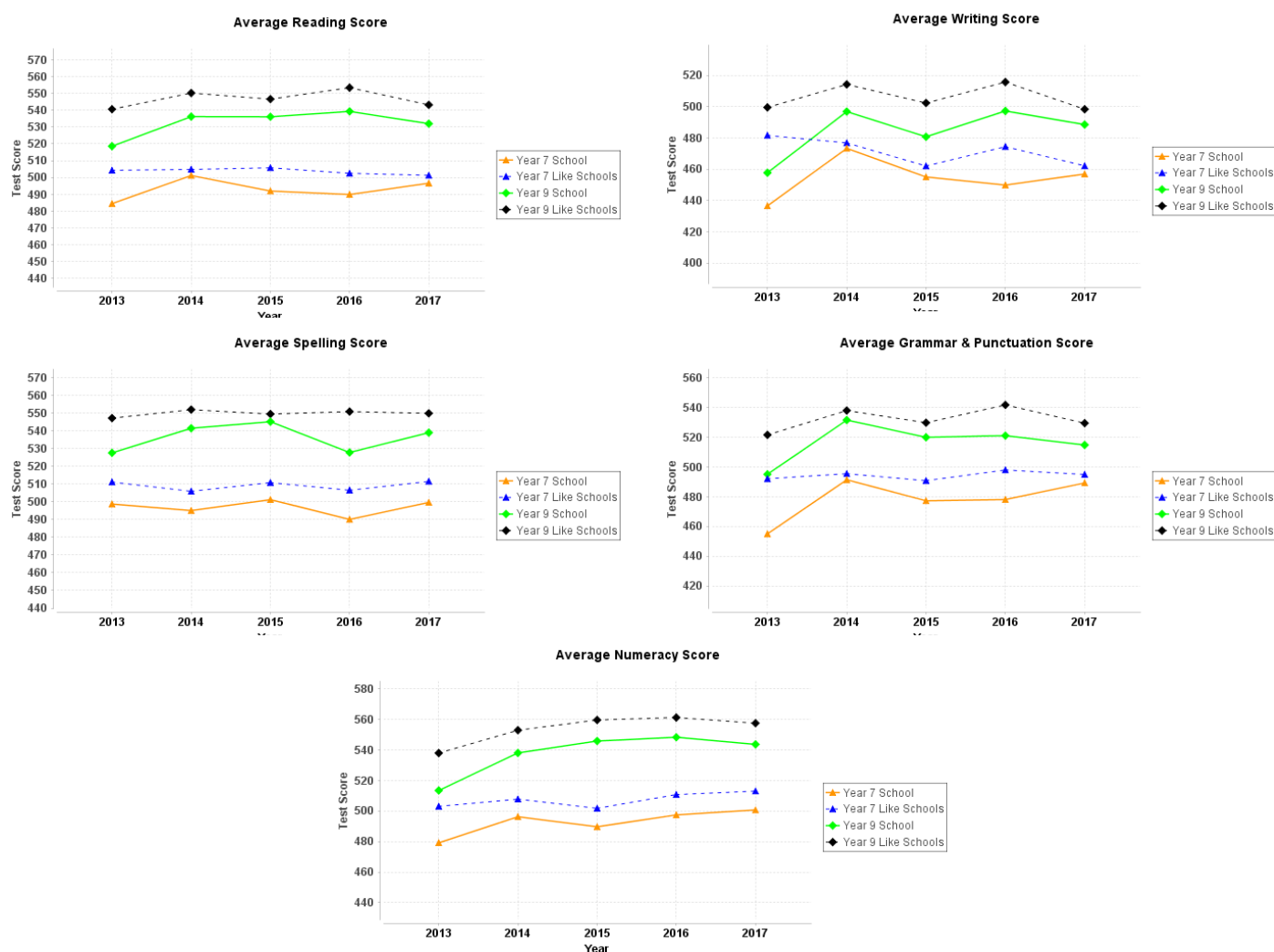
NAPLAN 2017

The tables below show the performance of Year 7 and 9 students of Gilmore College measured against “Like” schools in the 2017 tests. The tables generally show a slight closing of the gap between our performance and that of our “like schools”. In Year 9 Numeracy Gilmore College has not kept pace with our “like schools”. This is an area that has not previously presented as a concern for the College and therefore we will be maintaining a close watch on the Year 9 cohort as they progress to numeracy studies in senior school in 2018. The literacy areas continue to be the college’s focus through its business planning and a necessary improvement in this area will result in better senior school outcomes for students – including their performance in senior school assessments such as the Online Literacy and Numeracy Assessment (OLNA) and ATAR examinations.

The achievement of Year 7 students at Gilmore College has demonstrated a closing of the gap with the achievements of our “like schools” in Reading, Writing and Grammar & Punctuation. We are planning through strategies and partnerships with the Kwinana Federation of Schools to maintain this trend. Further to this the college continues to work closely with its partner schools within the Federation to improve literacy and numeracy to foster strong “secondary school readiness” amongst students across the Kwinana area.

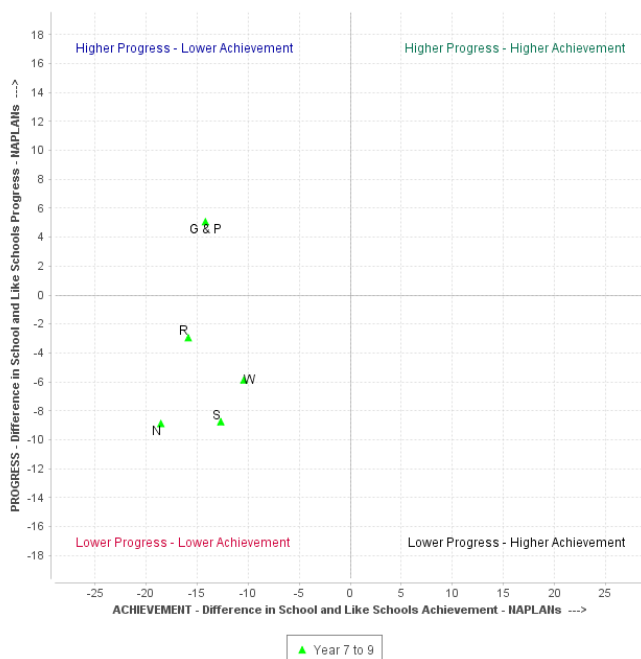
An area for concern throughout the data is our place in the data entitled “Student Progress and Achievement Compared with Like Schools”. This graph plots the progress of our Year 7 students in 2015 and their performance in 2017 as Year 9 students. Ordinarily our data would demonstrate that progress, when measured against our “like schools”, would be “higher” but in 2017 we have noted “lower” progress in all areas except for Grammar and Punctuation.

Performance measured against Like Schools Years 7 and 9



Student Progress and Achievement Compared with Like Schools

NAPLAN Year 7 2015 to Year 9 2017



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

NAPLAN National Minimum Standard (NMS)	NAPLAN – Numeracy					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	55%	59%	52%	63%	61%	55%
At NMS	40%	34%	38%	29%	31%	44%
Below NMS	5%	7%	10%	8%	8%	1%
Average Test Score NAPLAN	NAPLAN – Numeracy					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	489	546	498	548	501	544
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Numeracy					
	2015		2016		2017	
	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					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	59%	48%	54%	53%	64%	48%
At NMS	32%	33%	28%	34%	19%	34%
Below NMS	9%	19%	18%	13%	17%	18%
Average Test Score NAPLAN	NAPLAN – Reading					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	491	536	490	539	497	532
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Reading					
	2015		2016		2017	
	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					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	42%	33%	38%	31%	41%	34%
At NMS	30%	27%	33%	35%	37%	22%
Below NMS	28%	40%	29%	34%	22%	44%
Average Test Score NAPLAN	NAPLAN – Writing					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	454	479	450	497	457	489
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Writing					
	2015		2016		2017	
	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					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	65%	57%	54%	46%	65%	58%
At NMS	17%	25%	23%	29%	20%	23%
Below NMS	18%	18%	23%	25%	15%	19%
Average Test Score NAPLAN	NAPLAN – Spelling					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	501	545	490	528	500	539
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Spelling					
	2015		2016		2017	
	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					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	51%	43%	46%	40%	58%	47%
At NMS	25%	31%	36%	36%	21%	27%
Below NMS	24%	26%	18%	24%	21%	26%
Average Test Score NAPLAN	NAPLAN – Grammar and Punctuation					
	2015		2016		2017	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	477	520	478	521	489	515
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Grammar and Punctuation					
	2015		2016		2017	
	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	
2013	107	13	12%	71	66%	69	64%
2014	54	7	13%	37	69%	35	65%
2015	97	12	12%	65	67%	64	66%
2016	83	17	16%	106	100%	74	70%
2017	81	11	14%	119	100%	75	63%

In 2017 there was an unusually small number of students who completed studies that lead to attaining an ATAR for University Entrance. This is owed in some part to a large number of students using alternative methods to gain University entrance as well as the fact that 5 further students undertook between 1 and 3 ATAR subjects – a number below that required to calculate an ATAR.

	Year 12 – WA Certificate of Education (Graduation)		Year 12 Attainment (ATAR > 55 and/or Certificate II or higher)
2013	91	85%	68%
2014	47	87%	70%
2015	80	82%	67%
2016*	62*	75%*	87%
2017	60	74%	93%

** Please Note – new WACE requirements implemented by Schools Curriculum and Standards Authority 2016.*

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. In 2017 our Attainment rate for eligible Year 12 students was 93%. Attainment is the measure that ensures that Gilmore College students are leaving school with a nationally recognised qualification that allows them to study further, or undertake higher education, or an ATAR of 55 so that they can seek direct university entrance to the four public universities.

After 2 years of the new WACE requirements that see students complete Literacy and Numeracy assessments (OLNA) and the requirement to achieve 14 C Grades across the two years of senior schooling, we have returned a WACE attainment rate of 75% and 74% respectively. It is still the College's aspiration to raise this attainment rate to 80% within the next three years.

In 2015 the College's Median ATAR was 42. In 2016 it was 33. The median ATAR for the 2017 cohort was 53 – our first significant improvement in Median ATAR achievement in recent times. This cohort included 3 students whose University adjusted ATAR scores were above 80. While we are still aiming to raise our ATAR performance to that of our like schools, this improvement is worthy of a pause for recognition of the efforts of our 11 ATAR students in 2017.

Student Transiency

Transiency is the measure of student movement at a school during a calendar year, specifically student arrivals and departures. Transiency rates are determined by dividing the total number of students arriving and leaving a school during any one year, by the average of that school's first and second semester census student numbers. Students arriving or leaving a school on multiple occasions during a calendar year count as a maximum of two instances.

Student Transiency 2017	25.3%
2016	25.4%
2015	22.2%
2014	20.8%
2013	22.8%

Engagement Support 2017

2017 has seen a general improvement in behaviour data and an associated 30% reduction in suspensions, although there is some argument to be made that the data is representative of trends displayed within cohorts and continues to be skewed by the excessively high suspension rates of a few individuals within cohorts.

The greatest suspension levels continue to be amongst the College Year 8 and 9 cohorts, 66% of total suspensions 2017, and we continue to demonstrate a dramatic decline in suspensions for students in Years 10, 11 and 12, 33% of total suspensions 2017. The 2017, Year 10 cohort suspensions are lower than anticipated, however, these same students in Year 9 2016 also demonstrated higher

than expected levels of suspension providing evidence there is some cohort reversal being identified by this data.

Year 7 suspension rates have remained relatively consistent over the last two years. The majority of incidents of suspension continue to come from the categories associated with assault or intimidation of other students and violation of school code of conduct, although it should also be noted the third highest category of suspension is once again, threats or intimidation of staff.

	Suspensions – Total days					
	Y07	Y08	Y09	Y10	Y11	Y12
2016	18	119	412.5	380.5	418.5	205
2017	17	241.5	480.5	206	118.5	34.5
%age difference - 2016/17	-6%	+102%	+16%	-46%	-97%	-83%

Attendance Support 2017

2016 saw an improvement in recording mechanisms for marking attendance and therefore 2016/17 data is far more accurate than previous years. There was also an improvement in the school response to long term absences from school utilising support from Regional Education Office staff and an increase in home visits and case conferencing with parents/caregivers. There was also an increase in referrals to Participation directorate and improved follow up for Senior School students through the revised processes.

There has been an overall, slight decline in school attendance in 2017. Gilmore College's attendance rate for 2017 is 8.6% lower than the State averages. It can be noted that whilst we have seen student data within year groups generally remain fairly consistent, Year 12 data has shown a disappointing downward trend in 2017, with Year 12s being significantly lower, (18% lower), than the State average, which is in no small way, responsible for the lower than expected school attendance rate.

Year 7 data is the most positive being only within 3% of the State average and the highest overall attendance rate of all year groups at Gilmore College. Rather than an expected dip in middle school years we continue to see a downward trend over the 6 year groups with the Year 12s having the lowest overall attendance within the school in 2017.

Secondary Attendance Rates

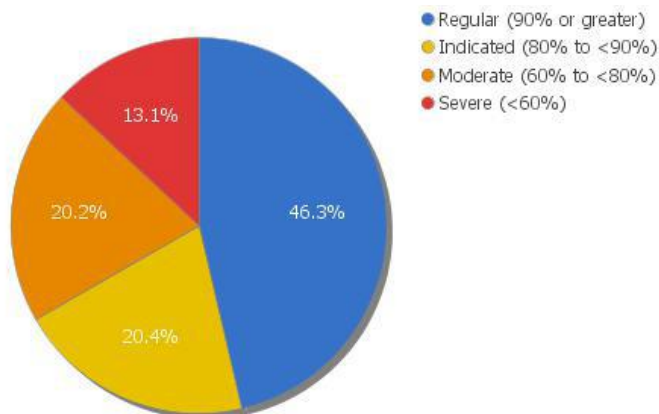
	Attendance Rate	
	Gilmore College	WA Public Schools
2014	78.3%	86.9%
2015	82.5%	87.9%
2016	81.6%	87.7%
2017	79.2%	87.8%

Attendance % - Secondary Year Levels

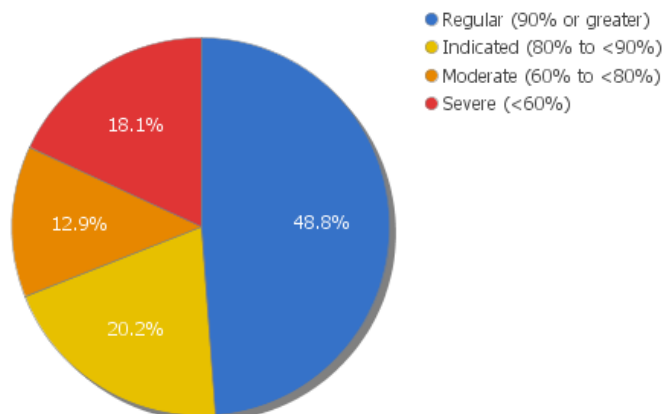
	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2015	89%	85%	77%	77%	85%	84%
2016	88%	82%	80%	79%	78%	83%
2017	88%	82%	80%	79%	74%	70%
WA Public Schools 2017	91%	89%	87%	85%	87%	88%

With the newly introduced process improvements, it was expected that we would also see a reduction in the number of students maintaining regular attendance and an associated increase in the percentage of students at moderate, indicated and severe levels of attendance along with an increase in recorded school refusers. There has been a nett upward trend in 'Regular' attendance in 2017, of between 7 - 8% in Semester 1 and 2 – 3% in Semester 2. There has also been an associated decrease in 'Moderate' attendance issues of approximately 7% in Semester 1 and a decrease in 'Severe' attendance issues in Semester 2 of 1%, suggesting that there has been a nett improvement in the number of students who have improved their attendance. This also suggests that a small number of students in the 'Severe' category have much higher than anticipated absences. The percentage of unexplained absences is a disappointing 75% of total absences within the college.

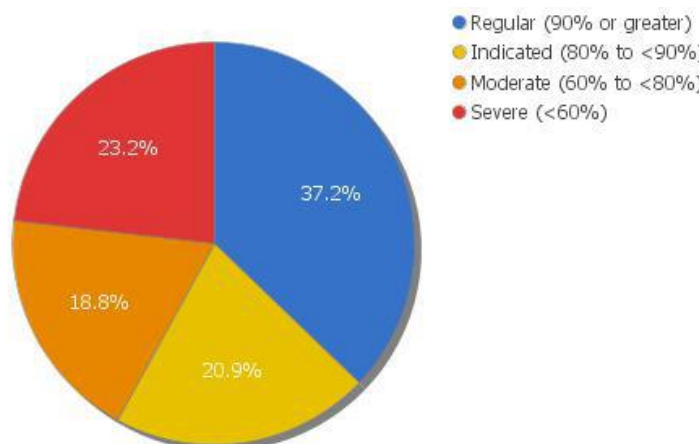
Semester 1 2016



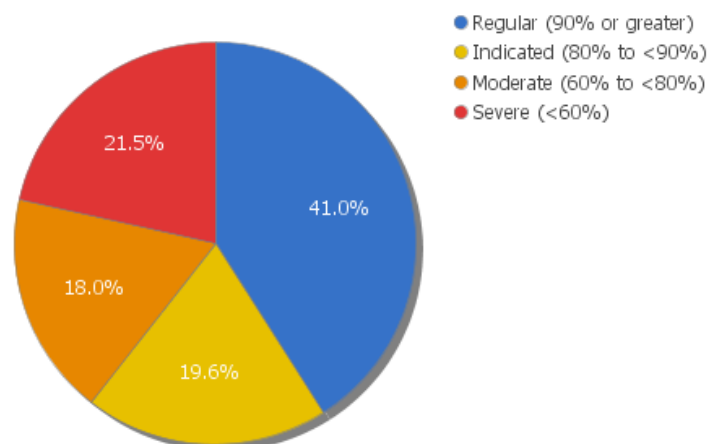
Semester 1 2017

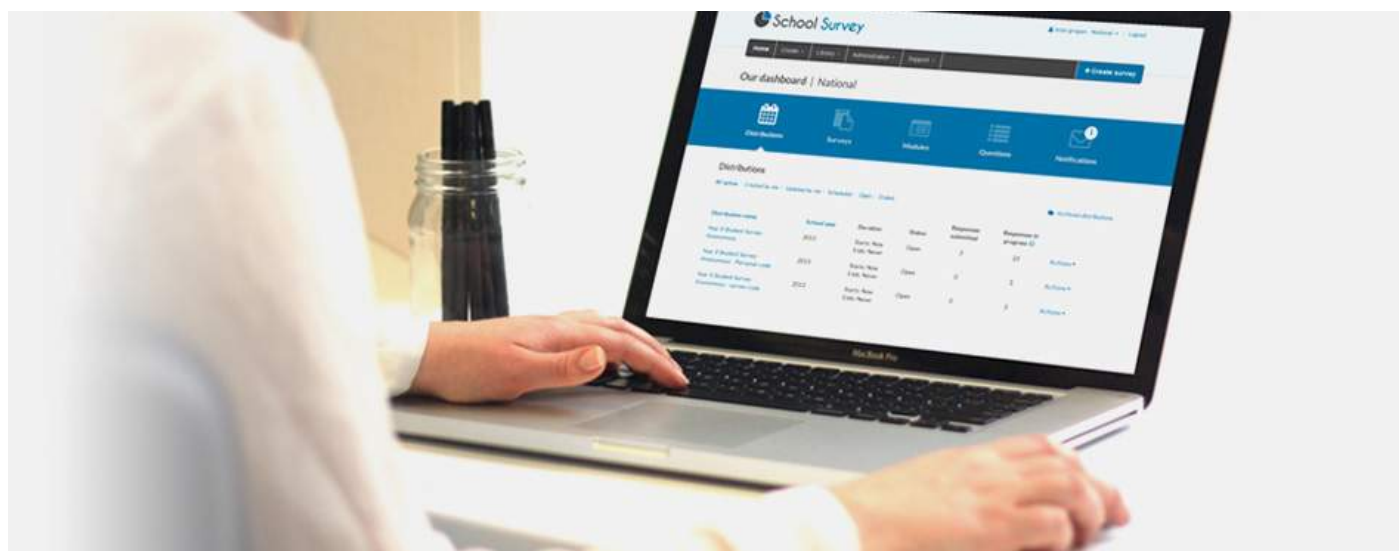


Semester 2 2016



Semester 2 2017





Survey of Students, Parents and Staff 2017

During Terms 2 and 3 2017 Gilmore College administered a range of student, staff and parent/carer surveys as part of the Positive Behaviour Schools program. The formal National School Satisfaction Survey will be administered next in 2018 and the results printed in the Annual Report next year.

The survey run by the PBS team aimed to gauge student, staff and parent/carer perceptions of student behaviour in our school. All three groups were asked to identify the types of behaviour that were of most concern to them. Initially the students were given an open common task which was administered at a uniform time throughout the College.

Students identified the following as their five positives about Gilmore College:

- Students in our school are friendly.
- They have good teachers.
- Teachers and other students are nice.
- Staff of the school are helpful.
- There are a lot of fun activities for students to get involved in during breaks and after school.

Students identified the following as their five negative behaviours experienced at Gilmore College:

- Bullying and Cyber-Bullying
- The toilets and how other students treat them.
- Disrespectfulness shown to school staff.
- Litter around the school grounds.
- Incidences of physical violence.

The survey responses of the students were combined with those received by staff in a workshop and parents at the parent/teacher interview evening. The total responses will assist in forming the basis of the behaviour matrix which will, in turn, become Gilmore College's "Behaviour Curriculum" going forwards.

Also in 2017 Associate Principal Dean Gurr and Principal Rohan Smith participated in 360 degree feedback surveys. The process involves seeking feedback on performance from all levels of the school's staff and management and guide future performance management/development planning.

Learning Area Reports

The Arts



The Learning Area worked collaboratively throughout the year continuing to build on and sustain a strong Learning Area. Teachers worked towards the implementation of the new Western Australian Curriculum by developing and producing engaging learning programs. The SIM music program was marketed to all the local primary schools, Certificate II in Visual Arts was added to our Learning Areas course selections and all staff showcased student's achievements at the annual Arts Fest.

Students had the opportunity to participate in a number of learning experiences external to the classroom. These include the Art students displayed works in the Youth Art Awards at the Gary Holland Centre and the St George art exhibition, they were also taken to the Western Australian Art Gallery for inspiration by viewing the Year 12 Perspectives Exhibition. Media took excursions to the salt lakes and Kings Park for different photo shoots, allowing students to build on and produce a photo portfolio. Music students performed items at school assemblies and SIM students performed musical acts to family and friends in a school concerts. Drama students were wowed by the theatre production Matilda and the Year 12s executed their own rendition of the musical The West Side Story. Dance students hosted an amazing showcase where student's danced and choreographed solo performances about different social issues impacting the community.

VET courses delivered through the Learning Area continue to result in student completion of their Certificate qualifications in Creative Industries.



English

The Learning Area worked collaboratively with the Humanities and Social Sciences Learning Area to review and deliver the Year 8 Literacy Strategy. The Strategy provided for a consistent approach across the two Learning Areas to address areas of need in literacy, focusing on grammar, punctuation, reading, spelling and writing. A more consistent and regular use of the College Library was integrated into the learning programs in 2017 to nurture an appreciation for reading across Year 7-12.

During Literacy Week, the Learning Area hosted a Spelling Bee Competition, Poetry Writing Competition, Cartooning and Short Story Writing Competition. The College Debating Team continued to achieve success winning two competitions.

The ATAR results in English were better than the last couple of years, with the highest mark attained being 73%. 80% of the students had English as their first or second best score.



Health and Physical Education

The Learning Area continued to plan for the implemented changes to the Health and Physical Education curriculum, focusing on curriculum delivery, assessment and reporting to parents.

The HPE staff provided opportunities to build partnerships with the community. These include attending the B-Street Smart event provided at the Perth Arena (RAC) and many outside agencies were welcomed to our annual Health Expo in the College gymnasium. A number of sporting teams were organised during the year. These included: hockey, netball, rugby, athletics, basketball, volleyball and soccer. Through Outdoor Education, the College was able to provide outstanding educational experiences at Dwellingup, Mundaring, and Rottnest Island. These experiences included abseiling, snorkelling orienteering, canoeing, hiking and mountain biking. In the lead up to the athletics carnival, the Learning Area organised the annual cross country event.





Humanities and Social Sciences

Cross-Curriculum priorities provided focus for the Learning Area throughout the year, incorporating Aboriginal and Torres Strait Islander histories and cultures into teaching programs and developing opportunities for students to learn about Sustainability. The HASS Learning Area continues to support the English Learning Area with the focus on Literacy, embedding strategies throughout the curriculum and in delivering the Literacy Strategy in Year 8.

A number of excursions and incursions were organised for students. Year 7 students visited the WA Maritime Museum to enrich their learning of the Roman Empire and Year 9s visited HMAS Stirling. All students across Years 7 - 10 attended Commonwealth StartSmart Presentations as part of their Economics and Business units. Senior school students attended a range of seminars aimed to provide guidance and support for ATAR courses and exams. Students visited the Holocaust Institute and the Anne Frank 'Let me be myself' Travelling Exhibition in History. Geography students toured Perth City as part of their unit on Planning Sustainable Places whilst the Year 11s took part in a tour of the Swan Valley and Sandalford Wines as part of their study on Interconnections.

The highlights of 2017 included: the ANZAC Service Assembly, a number of students that participated in competitions such as the Australian History Competition, the Australian Geography Competition, with one of our students achieving in the 5% of the country with a High Distinction, and the International History Bee and Bowl Competition, winning the Bee and the Bowl in Varsity Division. The Learning Area held the inaugural HASS Week, during which students participated in a range activities.



Mathematics

The Learning Area features a combination of youth and experience within our staff area. We have 9 Mathematics teachers in total, of which 4 are qualified to teach all senior ATAR courses.

We offer two ATAR courses in Senior school, namely Mathematics: Applications and Mathematics: Methods. We also offer the Mathematics: Essential course for general pathway students. The Mathematics Learning Area strives to improve student results within NAPLAN and WACE courses. To this end we have changed the way we assess students from the traditional method of one test per topic, to a more graded approach.

For the last 3 years, the Mathematics Learning Area has offered free after school classes for Gilmore College students to assist them in their studies. We have grown our after school classes from a meagre 2 – 3 students attending regularly, to 10.



Science

The Learning Area continues to offer 'real world' science through engaging learning experiences. Students are supported through afterschool homework classes and an alternative engagement based program. In addition, the continued use of Connect has offered students and parents/caregivers the opportunity to review work and monitor progress.

Students have participated in a number of learning experiences external to the classroom. These include: The Harry Perkins Institute, Perth Hills Discovery Centre's Fire Biology fieldwork day; Perth Zoo; Scitech; Women in Physics lecture which highlighted the global approach to Science research; the UWA Aspire Year 11 Camp, and field trips to examine igneous and sedimentary rock formations at Cottesloe Beach, John Forest National Park, and Peppermint Grove.





Technologies

The Learning Area has continued to plan for the implementation of changes to the curriculum in the different contexts that comprise Technologies. Liaising with other schools has been invaluable in ensuring the College meets the requirements in this Learning Area.

A significant recognition for the College was achieved with Joshua Semper being invited to compete at Nationals for the World Skills Competition in 2018 and all students competing at a high level in the State Competition. In addition, the Gilmore Robotics Club and the Indigenous Robotics team were awarded major prizes in the First Lego League Competition held at Comet Bay College and Curtin University.

VET courses delivered through the Learning Area continue to achieve student completion of their Certificate qualifications in Building and Construction, Engineering, Hospitality, Business and Information, Digital Media and Technology. Hospitality continues to prepare high quality functions that included the opening of the Trade Training Centre and the Year 12 Valedictory.



Vocational Education and Training

In 2017 we had a 95% Completion rate for VET enrolments. A further 12 students withdrew from certificates during the year. 100% of students enrolled in VET Specialist programs achieved completion. It is planned to launch a new offering of Cert II Visual Arts in 2018.

Year 12 KIC apprenticeships: A number of students have secured a range of apprenticeships with companies such as Kleenheat, CSBP, ALCOA, GT Engineering Kalgoorlie, Taylors, Quadrant and BHP.

World Skills: Silver Medal– Josh Semper – (Josh will represent WA at the National Championships in Sydney in 2018); Bronze Medal – Aiden Andreello.

Synergy Scholarships - \$800 each

Rising Star – Josh Semper and Jake Bersgma; Uni – Link – Vishwajeet Modi.

PPO Training Centre for Excellence update

In November a Recognition Day was held to welcome the 14 new students entering the program in 2018. At the event students were introduced to key personnel in the Industry and presented with their Careers Portfolio. This was a highly successful event with Year 11 students Brayden Kelly and Olivia Morton addressing the audience and thanking all Industry contributors.

Olivia Morton – Chevron Scholarship - \$3500 each year, with further benefits as she undertakes post-school studies.

The event was catered by our incoming Year 11 VET Hospitality students.

The support of industry is vital to ensuring the program will continue being delivered by South Metropolitan TAFE ACEPT staff under Profile funding.

Kleenheat generously donated a model display for our foyer and annual excursions to the Kleenheat Plant have been planned to put training into perspective for our future Operators.

In August staff of the College were invited to the official opening of the ACEPT stage 2 Building in Henderson. This facility will provide training for our students in Engineering, Instrumental Electrical and Process Plant Operations.



Staffing Information

In 2017 Gilmore College had 58.4 teaching staff, 18 administrative staff and 21.9 support staff, using an FTE of 98.3. (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 2017

LyriK Award Winners

Inspiration	Ashleigh Reidy
Leadership (10-14 age group)	Sophee Tilbury
Leadership (15-18 age group)	Tia Jones
Progress	Bailey Ballard
Respect	Bonnie Kickett

LyriK Educational Scholarship

Leah Walsh
Luka Mallet
Michellie Jones



Clontarf Awards Junior Awards (Year 7 – 9)

Academic Achievement Award	Shaun Pereyra
Attendance Award	Harrison Ashwin
Clontarf Spirit Award	Lang Pickett
Coaches Award	Jermaine Pickett
Leadership Award	Tyler Piazzola

Clontarf Senior Awards (Year 10 – 12)

Academic Achievement Award	Shaquille Walker
Attendance Award	Zachary Ashwin
Coaches Award	Tyson Headland
Clontarf Spirit Award	Rakeam Jones
Leadership Award	Brett Pitt

Clontarf Champion	Jaygo Lawrence
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Deadly Sista Girlz Football Awards

Leadership (Kirby Bentley)	Tara Garlett
Best Player (David Wirrpanda)	Ashleigh Reidy
Most Improved (Troy Cook)	Mikayla Armitage
Coaches Awards	Bonnie Kickett

Head Boy

Keenan Parish

Head Girl

Tanya Onley

Metals & Engineering Synergy Scholarships

Rising Star	Jake Bergsma
	Joshua Semper
Unilink	Vishwajeet Modi (\$800 each)



2017 Valedictory Subject Award Winners

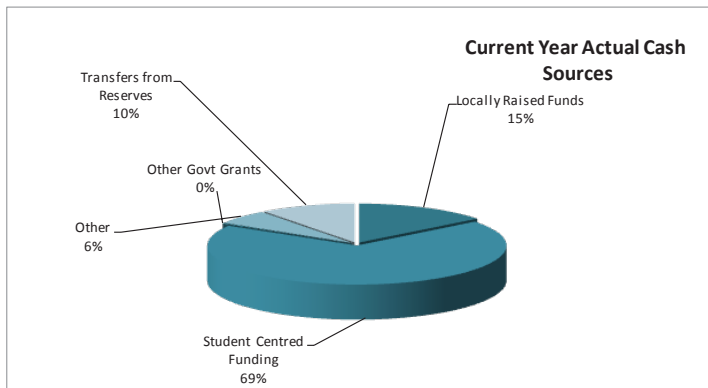
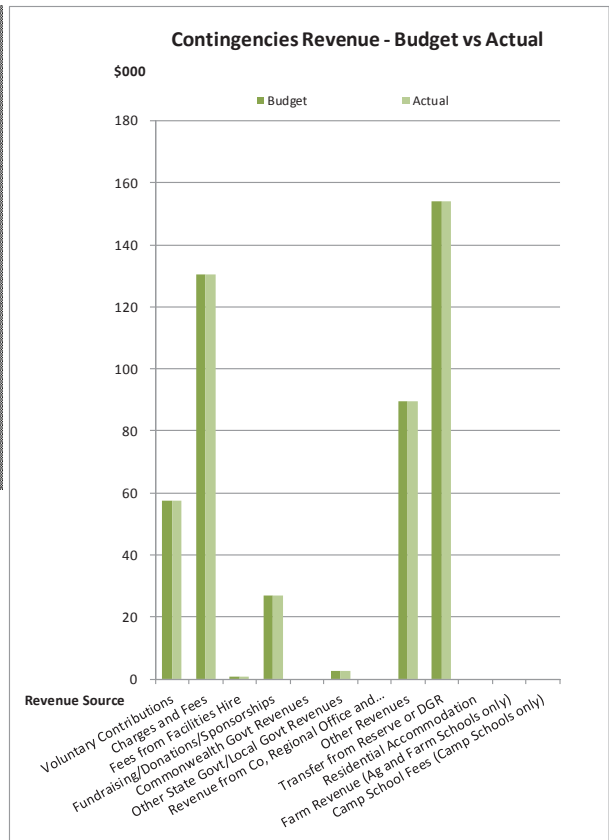
Biology ATAR	Stephanie Dodd
Business Certificate II	Bree Mills Atkinson
Business Management	Stephanie Dodd
Career and Enterprise	Tanya Onley
Chemistry ATAR	Fenina Estrella
Creative Industries Certificate II	Tayla Bradley
Dance	Luci Hipper-Smith
Drama ATAR	Keenan Parish
Drama	Negin Nawabi
Earth and Environmental Science ATAR	Stephanie Dodd
Engineering Studies	Jackson Bleach
English ATAR	Keenan Parish
English General	Ivan Valenzuela
Food Science and Technology	Ivan Valenzuela
Geography ATAR	Clyn Mapanao
Health Studies	Luci Hipper-Smith
Hospitality Certificate II	Ivan Valenzuela
Information Technology Cert II	Luci Hipper-Smith
Integrated Science	Abigail Van Zuydam
Mathematics Applications	Keenan Parish
Mathematics Essentials	Cody Shortland and Abigail Van Zuydam
Mathematics Methods	Fenina Estrella
Modern History	Fenina Estrella
Music	Jssanna Jackson
Outdoor Education	Abigail Van Zuydam
Physical Education Studies	Abigail Van Zuydam
Skills in Work and Vocational Pathway Certificate II	Caitlin Williams
Sports Coaching Certificate II	Abbey Stidworthy
Visual Arts	Ivan Valenzuela
Work Connect	Caitlin Williams
Workplace Learning	Tanya Onley

Special Awards

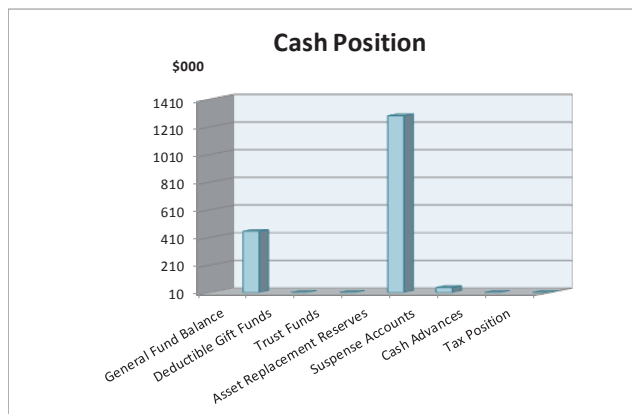
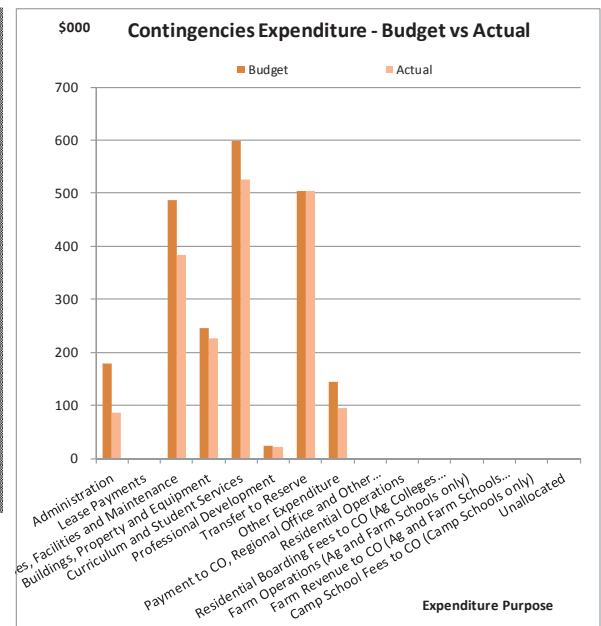
ADF Long Tan Youth Leadership & Teamwork	Keenan Parish
CALTEX All Rounder Award	Abbey Stidworthy
KIC Education Partnership Award	Jackson Bleach
Koorliny Arts Award	Taison Cassidy
Most Consistent Effort KIC Traineeship	Jackson Bleach
Most Improved Student	Damien Wilson
Most Industrious Effort	Ivan Valenzuela
Premier Student – ATAR	Fenina Estrella
Premier Student - General Studies	Abigail Van Zuydam
Premier Student - Vocational Education & Training	Ivan Valenzuela
RSL Citizenship Award	Tanya Onley
Strathalmond Trophy - Female	Abigail Van Zuydam
Strathalmond Trophy - Male	Luke McGavock
Youth Leadership Award	Stephanie Dodd



	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 57,581.10	\$ 57,581.10
2	Charges and Fees	\$ 130,493.91	\$ 130,493.91
3	Fees from Facilities Hire	\$ 800.45	\$ 800.45
4	Fundraising/Donations/Sponsorships	\$ 27,039.58	\$ 27,039.58
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,475.00	\$ 2,475.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 89,598.58	\$ 89,600.75
9	Transfer from Reserve or DGR	\$ 154,067.54	\$ 154,067.54
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 462,056.16	\$ 462,058.33
	Opening Balance	\$ 800,338.00	\$ 800,338.71
	Student Centred Funding	\$ 1,028,979.28	\$ 1,028,979.28
	Total Cash Funds Available	\$ 2,291,373.44	\$ 2,291,376.32
	Total Salary Allocation	\$ 11,121,243.00	\$ 11,121,243.00
	Total Funds Available	\$ 13,412,616.44	\$ 13,412,619.32



	Expenditure	Budget	Actual
1	Administration	\$ 179,819.14	\$ 85,585.41
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 486,046.66	\$ 382,660.12
4	Buildings, Property and Equipment	\$ 246,584.91	\$ 225,406.52
5	Curriculum and Student Services	\$ 599,260.32	\$ 525,472.19
6	Professional Development	\$ 23,527.72	\$ 20,471.72
7	Transfer to Reserve	\$ 503,820.00	\$ 503,820.00
8	Other Expenditure	\$ 144,350.57	\$ 95,073.06
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,183,409.32	\$ 1,838,489.02
	Total Forecast Salary Expenditure	\$ 10,359,456.00	\$ 10,359,456.00
	Total Expenditure	\$ 12,542,865.32	\$ 12,197,945.02



Cash Position as at:	
Bank Balance	\$ 1,781,784.85
Made up of:	-
1 General Fund Balance	\$ 452,887.30
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,289,366.33
5 Suspense Accounts	\$ 45,897.22
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 6,166.00
Total Bank Balance	\$ 1,781,784.85