



Gilmore
COLLEGE

*in*TOUCH

The Newsletter of Gilmore College

TERM 4 ISSUE 2 2015



Jesse Barnard Piper (and shipmates) onboard the Leeuwin II

Jesse would like to thank the KIC iDiversity Project where he and three friends were awarded a scholarship for the [Leeuwin II 2015 ULTIMATE CHALLENGE](#). "I learned many new skills and made lots of new friends that I still keep in contact with, as well as bringing back a new me".



From The Principal

Welcome to our final edition of inTouch for 2015. I would like to start by wishing all of our staff, students, parents and caregivers a happy and safe Christmas and New Year period. I have thoroughly enjoyed my first six months at Gilmore College and I'm looking forward to a big year in 2016.

Recently the College welcomed its Year 7 class of 2016 over three days. The students were exposed to demonstration lessons in all Learning Areas throughout the College and were introduced to the key staff that will guide and support them during their first few years in our College. Mrs Bowden, Year 7 Manager worked tirelessly to make the students and their teachers feel welcome in the College. I reminded our guests that they will be known as the Gilmore College Year 12 Leavers class of 2021 and urged them to set goals early in their high school career. This does not mean that we are expecting Year 7 students to know the career paths that they wish to take. It simply means that having conversations about "the future" regularly with our students assists them in seeing a purpose for the work they are completing in class during "the present".

On 1 December it was my pleasure to attend the "World Skills" presentation breakfast at Crown in Victoria Park with Mrs Kilpatrick (Industry and Enterprise Coordinator) and Mr Guest (Engineering Teacher). We were there to celebrate the outstanding achievements of Thomas Pratt in Year 11 who took out the gold medal in the VETiS Metals and Engineering South competition at Challenger TAFE. Thomas' achievement is another reminder that Gilmore College

students can achieve anything with hard work and determination. I urge all of our students embarking on ATAR, VET or General pathways in Year 11 next year to aim high, because Thomas victory is proof that anything is possible if you set your mind to it.

Later the same week, I was given a tour of the ACEPT Process Plant and Chemical Engineering training facility in Henderson. This was a foretaste of what is to come when we open our own Process Plant Engineering Centre for Excellence in mid-2016. You have no doubt seen the works progressing on the South West corner of the College. Gilmore Engineering students will be able to access the facility through their ACEPT courses from July next year with new courses to run in 2017.

In November, the College committed itself to the Act, Belong, Commit mental health initiative. By signing on with the initiative, we agree to promote keeping active, mentally connected with others and involved in community activities through the activities of the school. Further information can be found by clicking the link to the Act, Belong, Commit website from our own website homepage.

I would like to finish my section of the newsletter with a few thanks to people who have made the year and the future at Gilmore College brighter. We are farewelling several staff members this week and all have had a positive impact on the students of the school. It has been a privilege for us all to be able to work together in 2015 and we are in the process of developing and building an equally strong team of

teachers and support staff for 2016. Many of our staff have been leading students through reward camps and activities in this final two weeks. You can imagine how tiring running a camp for 70 Year 8 and 9 students can be, especially at the end of a long year, but Gilmore College staff undertake these duties with a smile and without fuss. I would also like to publicly thank our Arts Learning Area team who recently staged the ArtsFest at the College and screened their “soon-to-be-oscar-nominated” film “Room 2.22” under the stars at Murdoch University. My thanks also to the “Smith Family” who helped take 20 of our Year 9s for a three day work placement at ARUP Engineering in West Perth. ARUP are currently building the Elizabeth Quay complex for the State Government.

This list could go on forever. I could thank our Clontarf, Follow the Dream and Wirrpanda Foundation partners for their support of our Aboriginal students and their families. Thank you to the College Board for an incredibly draining year of decision making and events management. It would be absolutely amiss of me not to thank the parents and students of Gilmore College who are committed to success. There are many benefits to sending your child to their local school and it has been a pleasure to have them here in 2015.

Rohan Smith
Principal

WorldSkills Medal Presentation

World Skills WA recently hosted a breakfast ceremony at Crown Perth to celebrate the achievement of all the medal winners across the State.

Our very own Thomas Pratt was in attendance to receive his GOLD medal and will now go on to compete at Nationals in Melbourne 2016.

We are all very proud of Thomas and wish him all the best as he prepares to represent WA and Gilmore College in the Metals and Engineering competition.

Patrice Kilpatrick
Industry & Enterprise Coordinator



Mr Guest, Thomas Pratt and Mr Smith

synergy

Each year Synergy generously awards two Rising Star Scholarships to the value of \$800 for educational purposes.

This year's winners are:

Samuel James

Darren Upoko

The Art Attack 2015

This year The Arts Learning Area have embarked on many ambitious projects.

The Arts Learning Area set the tone and expectation of the year to come by taking 75 students across year groups on Wicked the Musical excursion. Everywhere our students went they were followed by glowing compliments from the public, Transperth and Burswood staff about their maturity, manners and respectful behavior. On behalf of the Arts staff, it was an honor to be associated with these students.

In June, Gilmore College students auditioned for roles in the Film Production "Room 2.22". Students worked with industry professions such as Myles Pollard and Jeremy Shaw, as well as collaborating with Murdoch University film students to write a script and film.

In September, students travelled to Mandurah, viewing and collaborating with professionals in their field. We entered two performances into the 2015 Youth on Health festival in Mandurah, winning the categories of "Innovative Staging" and "Excellent Integration of



Dance Into a Dramatic Medium".

Students soon after went on to prepare for our very first whole College Musical Into The Woods. This involved immense dedication of time, tolerance and teamwork from both staff and students. With a rehearsal period of over two Terms culminating in a sleepover rehearsal, students did well to keep up with the demands of this production. 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.

Visual Art students viewed artworks in various Fremantle galleries, exploring their surrounding landscapes and gaining inspiration for their final artworks for the end of the year.

The Choir has been a regular feature at the whole College Assemblies spearing

their love for singing and performing. They have selflessly donated their time to bring joy to various members of the public like nursing homes and Carols by Candlelight crowds. Music students have also worked hard this year on composing original pieces to perform in front of friends and family.

Towards the end of the year students performed five matinee performances consecutively for the surrounding primary schools. Followed by the ArtsFest performance that night. These students performed for over 370 audience members for the day. All of which could not have been possible without the stellar professionalism of the Gilmore College crew.

Finally, the year ended with a selection of Year 7 students working with Mural artist Merryll Custers on four Pop Art inspired murals in the F-Block toilets.

All in all, it has been an exhausting yet extraordinary year for the Gilmore College Arts students.

We wish all of them and their families very happy holidays. Stay safe so that we can do it all again for 2016.

Sophia D'Rozario
Head of Learning Area
The Arts



The “average Australian” hanging out on the beach

We’re Not-So-Average After All....

Australia, home of the humble, beach loving life-style... Or is it? Is there really such thing as a typical Aussie? Is there actually one way to describe the people of this wonderful country? Many people think that all of us are the same, that all of us do the same old thing with the same attitudes and the same actions. But this is not the case. There are many different types of people in the world and in Australia. There are people from different backgrounds, different cultures and different societies, so how can we all be the “typical” Aussie?

So Who is the Average Australian?

According to the Australian Bureau of Statistics (ABS) the “average Australian” is a 37-year-old woman, married with two children, a son and a daughter, who lives in a three-bedroom house in a suburb of one of Australia’s capital cities. She is 5’4” and weighs 71.1 kilograms. Her family probably at some point came from England and both she and her parents were born here. But this can’t all be true, can it? Obviously not, not everyone in Australia fits this description with

around about half the population being male give or take a few. So what do we call the others then, “not-so-average” or just normal?

According to Globe-Trooper.com there are many stereotypes about Australians. They are known for their “no worries attitude” which is true... depending on who you meet. A Word-press blog titled Glueckich Down Under, run by a German that has been living in Australia and is happily married to one of our own, has a recent post with a comprehensive list of what they refer to as customs that are ‘typical Aussie’ during their experiences. Things such as the constant use of “mate” and referral to our “no worries” lifestyle is seen throughout.

Statistics from ABS say that as a nation we come from more than 200 countries, speak more than 300 languages and 3 per cent of us are of Indigenous back-ground. This shows just how diverse we are as a nation.

Which is the Real One?

We have seen many sides of Aussies, most through the media and some through our own eyes and lives. These all go into making our own perception of what an Australian is, as it would when we made

our assumptions of anyone else anywhere in the world. The documentary Dumb, Drunk and Racist (2009), shown on ABC, revolves around a group of Indians being taken around Australia to see the real Australian. They are told of the horrible and great things that have happened throughout our past. The participants came to Australia with their own opinions about 'us', some were proven true but most ideas were challenged. They encounter different Australians. By the end the participants agree that "not all of Australia is racist" and that the minority of people "do not represent Australia" they are just that; a minority.

Changing Our Generation

There are many that act like they are the king of the world and better than anyone else. However, there are also those that put others first.

Chris Raine is a 24-year-old man who was awarded Young Australian of the Year 2012. He is the founder and CEO of Hello Sunday Morning (HSM), an organisation that challenges young people to take a break from alcohol. His goal for the organisation is to face up to his generation's unhealthy obsession with binge drinking which is widely seen on the media throughout the country. After working with an advertising agency in 2009 on an anti-alcohol campaign, Chris decided to stop drinking for a year. His journey was recorded and shared on his blog which eventually turned into HSM.

Raine is one of the many young people trying to make a difference to this generation and to think it all started with his very own journey.

"the minority of people do not represent Australia, they are just that; a minority"

Binge drinking is widely seen in young adults and those on Schoolies. Many of them drink themselves into trouble and more often than not, they end up in hospital with their stomach being pumped. This normally results in media attention and not that of the good kind.

We're Not-so-Average After All

There are many types of people in the world - Those that are do-gooders who help others, those that are just plain mean and those that just cannot be bothered about anyone else. These people are all over the world and in Australia too. Australia isn't just made up of Australians, we are human beings first, with very diverse natures and that is what shapes us as a people. We are very diverse. With many cultures and a growing amount of religions and faiths; Australia is essentially a bit of everything – everywhere.

We aren't just some beach loving bums or people that love staying out late and drinking ourselves into tomorrow. We are much more than that.

So do we have to give a title to the everyday Australian? Can we not just be citizens of a country and go about our day the way we want to? Has this day and age really resulted in everything and everyone needing a label? Why can't we just be us and not the same as everyone else?

Kaitlin Ruck
Student
Year 11



Battle of the boards monopolises English class

As part of the Year 8.1 academic extension class activities, the students were challenged to produce a board game based on one of the topics they had studied this year.

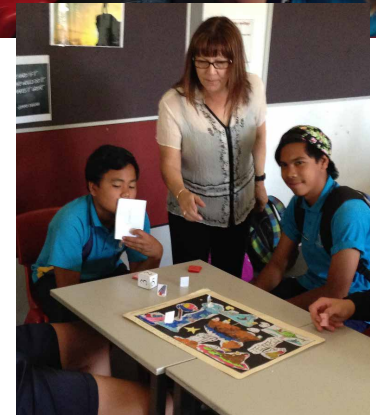
They worked in groups and covered many topics including: Medieval Ages, samurai's, 47 Ronin and natural disasters. The students unleashed their creative side producing game boards and components with meticulous details and beautiful designs, the work presented was outstanding.

To allow students to test out their games, Mr Connoley's 8.2 class rose to the challenge and designed games (not based on class work) in record time so we could arrange a play off between the classes.

We would like to congratulate all the students for their hard work, enthusiasm and competitiveness. Each class played the other classes games and then voted for their favourite game. It was a very close finish and the final results were:

1st place – Land of the Samurai's 2nd place – Get 2da Chopper
3rd place – Guess It!

Julie Williams
Teacher
English



Irdem Sotelo and Joebert Villas



L-R Lorraine Lucas (Rotary Club – Secretary), Nicole Patterson , Braydon Kelly, Linda Liddelow (College Chaplain), Jordan Harris.

Breakfast Club News

Back to school help

Need help with back to school supplies? Go and visit the amazing team at Salvation Army from 15 January and have a chat with their officers - they may be able to help with a voucher. (No healthcare card required).

RYPEN Camp

RYPEN Camp is sponsored by the Rotary Club of Kwinana and this year three students from Gilmore College attended.

Year 9 student, Brayden Kelly advised *"RYPEN is designed to help improve and develop leadership skills, as well as develop life skills. I won't reveal too much just in case you get the opportunity to go on this AMAZING adventure. I will tell you that we played a series of trust, fun and team building games. I have learnt how to think outside the box and how to think of a more complex but logical way to solve problems.*

Overall RYPEN was a massive amount of FUN. I would like to say a huge thank you to Kwinana Rotary Club for sponsoring me to go on the camp and I guarantee if you get the chance to go on this camp then take it, you will make so many new friends and develop so many skills".

Photo on the left taken at the Rotary Club of Kwinana presentation night.



Gilmore College Breakfast Club has used over 17,000 litres of milk in 2015, all supplied by Foodbank

FoodBank

Some of our Breakfast Club team visited the FoodBank, to witness first hand where all the supplies come from for Breakfast Club. This is what they had to say:

I enjoyed going into the huge freezers – Jordan Harris

The team at Foodbank explained everything very well – Madison Thomson

It was interesting to see behind the scenes and all the different rooms – Britney Chamberlain



2015 KIC iScience Project

Gilmore College was very proud to send Lelia De Oro, Fen Estrella, Callum O'Donnell and Keenan Parish to the KIC iScience Project on 26 August. 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 broad range of Science based careers available.

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

The Presentation Night, which was hosted by our very own Callum, was fantastic. It was great to see and hear about all the wonderful things that the students learnt, and the networking between students and industry leaders.

I was so proud to stand there, camera in hand, watching our Gilmore Students shine bright. Well



L-R: Ms Mills, Mr Smith, Keenan Parish, Callum O'Donnell, Mr Gurr. Front row: Leila De Oro and Fen Estrella

done to you all - and a HUGE congratulations to Fen Estrella and Leila De Oro for being awarded two of the four ConocoPhillips Science Scholarships, which will see them off to Murdoch University for a more intensive science opportunity later in the year.

Emma Mills
Teacher
Science

Interschool Athletics 2015

On Friday 16 October, Mr Ballantyne, Mr Jones, Ms McCaig and Mr Ingram took a team of 60+ athletes and helpers to compete in the D – Division athletics carnival at the WA Athletics Stadium in Mt Claremont. After our very successful House Carnival at the end of Term 3, students were very excited about representing the College and testing themselves against the best athletes other schools could muster.

All Gilmore College students acquitted themselves well with many students gaining places and wins in various events in both track and field. Special mention goes to the many students filling gaps in the program so that the College could field a full program and gain as many points as possible. These students included Brett Pitt, Tyson Headland, Bree-Anna Gray, Danielle Oldham, Tia and Michellie Jones.

The day started off quite well with Vusa Mate and Sebastian Pietrariu both placing in the boys A and B division 800m respectively. Teliah Coleman placed in the 80m hurdles, an event she had not tried before and Lexie Francis narrowly missed a podium finish in the Year 10 girls A division long jump. Matthew Beaman started his domination of the Year 8 boys discus with a very impressive throw of 29.96m. He later



Tyson Headland and Bodie Murcott



Brooke Coleman, Zac Millington and Dale Viney



Jerold Dela Pena and Alex Hayward-Darke

won the shot put event with a throw of 11.97m. Way to go Matthew.

In the Year 7 boys long jump Clayton Moore jumped 5.17m to get second place. Clayton almost completed a double Gilmore victory when he again placed second in the 200m A whilst

Vusa Mate won the 200m B division. Brad Pereya was disappointed not to achieve a personal best in the Year 11 and O high jump event, but his 1.65m was enough to share first place on the day.

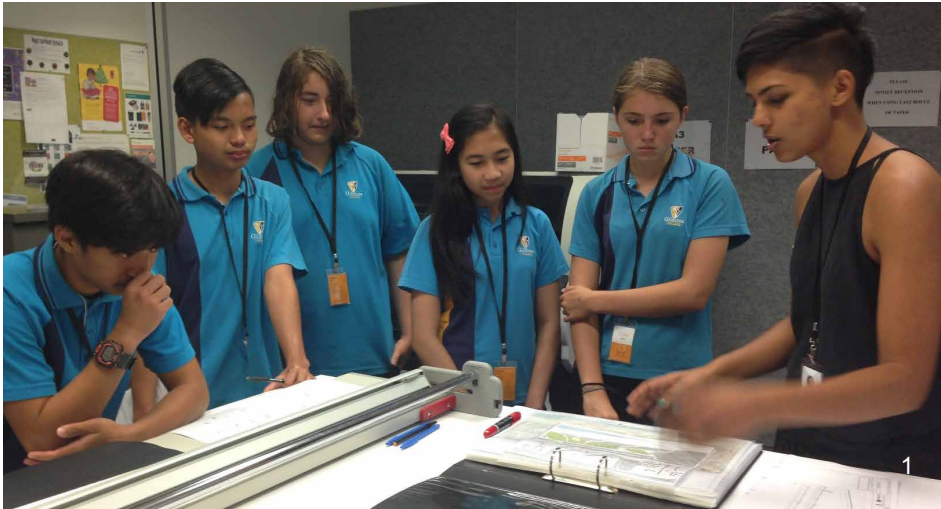
Tunisia Leef did exceptionally well to win the Year 10 girls shot put with a throw of 8.38m and Atareta Kopa gained second place in the girls Year 11 and O 200m B division. She later mirrored this result in the B division long jump, great effort. Bodie Murcott ran a fast time of 57.53 sec in the boys 400m A division to gain second place. Alloisha-Kay Fa'atele gained second place in the Year 9 A division discus. Tom Stidworthy won the Year 9 boys discus event with 26.88m and Hopa Henry placed in the Year 10 boys long

jump with 5.48m.

Throughout the day we had many wonderful efforts and considerable success, however our lack of depth compared to some other schools did unfortunately show through. It was only the heroic efforts of the students who attended that allowed us to be competitive on the day.

From all of the Health and Physical Education Learning Area and Gilmore College we would like to say thank you and congratulations to all athletes and helpers who represented the College this year and we hope that next years athletics will be even bigger and better as we tackle E – division.

Jeremy Ingram
Head of Learning Area
Health and Physical Education



Arup Engineering Work Inspiration Program

The 'Work Inspiration' partnership founded by The Smith Family, NAB and the Foundation for Young Australians is an initiative Engineers Australia believes reflect their ambition to inspire the next generation of Australia's workforce. The program provides young people with the opportunity to experience the world of work first hand in a meaningful and inspiring way.

Selected students from Year 9 were first asked to concentrate on their own skills, and identify personality traits that may influence their career decisions. *Insight 2* formed the majority of the program and this involved a series of presentations and activities led by Arup staff from a variety of engineering and consulting disciplines. This opened the students' eyes to real-world possibilities for their future. *Insight 3* involved a number of Arup staff sharing their backgrounds and opening up to students about their careers so far and any obstacles they may have had to overcome along the way.

Mandy Grubb
Team Leader
The Smith Family



Photographs:

1. Dranyam Cocos, Vince Gingoyon, Karl Gamble-Miles, Kim Dela Calzada and Chloe Bold
2. Ivy Basnillo, Jessica Bulatao and Martin Wachipa
3. Jasmine Paredes and Anirudh Sanivarapu
4. Dranyam Cocos, Chloe Bold, Vince Gingoyon, Karl Gamble-Miles and Kim Dela Calzada
5. Anirudh Sanivarapu



Every second that I've spent in Arup is time well spent. Arup has presented a lot of opportunities to me like being a mechanical engineer, or fire safety engineer. There were lots more that caught my eye. Even though they didn't present it, I'd still like to do electrical engineering.

Electrical engineering is a lot of fun. It includes both Maths and Science, subjects that I very much love. Electrical engineering is like a puzzle game, you have to build a circuit and also not use more than your starting voltage.

My favourite activity we did in Arup is the observation activity. Stuart, our attendant, told us to look for faults and recommend how to fix them. We took pictures of the places we thought needed renovation. We also took a squad photo, but minus Danual and Anirudh.

I had a great time in Arup. I'm sure that there are also others who feel the same.

Earl Patrick Belarga
Student
Year 9



2015 Gilmore College Valedictory

On Wednesday 27 October, Year 12 students, their families, staff and special guests attended the 2015 Valedictory at the Gilmore College Gymnasium. It was a great night to celebrate the achievements of the Year 12 students and also a time to reflect on their future.

Congratulations to all the award winners and to all Year 12 students for the effort they have made over the past six years. As a College we were lucky to have had a cohort of this quality and you have all exceeded our expectations.

Congratulations to everyone involved with the 2015 Gilmore College Valedictory. Mrs Leeds is to be congratulated and thanked for her coordination of the prestigious night. Thank you to all the families and friends that attended. Without your support the students would not have enjoyed such a wonderful night.

The class of 2015, have a fantastic future and wish you all the very best of luck.

Zoran Groznica
Year 12 Coordinator



English (Stage 3)	Jasmine Catalan
English (Stage 2)	Zoe Adams
English (Stage 1)	Matthew Dugan-Baldrey
Mathematics (Stage 3)	Ivan Basnillo
Mathematics (Stage 2)	Jasmine Catalan
Mathematics (Stage 1)	Kimberley Martin
Biological Sciences	Jasmine Catalan
Earth and Environmental Science	Jasmine Catalan
Integrated Science	Melanie Parker
Geography	Jessie Walton
Career and Enterprise	Bianca Castro
Business Management and Enterprise	Samantha Earnshaw
Information Technology Certificate II	Jasmine Catalan
Applied Information Technology	Ivan Basnillo

Building and Construction	John Patrick Gloria
Hospitality Certificate II	Maggie Stidworthy
Food Science and Technology	Melanie Parker
Children Family and Community	Kimberley Martin
Health Studies	Chloe Doomen
Outdoor Education	Kimberley Martin
Sports Coaching Certificate II	Bruce Arellano
Visual Arts	Thelisha Van Niekerk
Drama	Dakota Gurney
Music	Casey Atkinson
Creative Industries Media Certificate II	Isabella Grubb-Moss
Whole School Production	Meleane Vi
Nursing Certificate IV	Jayde Davidson
Workplace Learning	Chloe Doomen
ADF Long Tan	Samantha Earnshaw



Special Awards



8



9



10



11

Strathalmond Trophy
Strathalmond Trophy
RSL Citizenship Award
Youth Leadership Award
Most Consistent Effort
– KIC Traineeship
Most Industrious Effort

Meleane Vi
Hamish McNicholl
Samantha Earnshaw
Maxwell Engelsman

Lucaan Cooper
Jayde Davidson

Most Improved Student
CALTEX All Rounder Award
Premier Student
– Vocational Education & Training
Premier Student
– General Studies (Stage 1)
Premier Student – ATAR

Kirsten Bosworth
Bruce Arellano
Matthew Dugan-Baldrey
Kimberley Martin
Ivan Basnillo

Photographs:

1. ADF Long Tan Award for Leadership & Teamwork - Sam Earnshaw, Presented by Lieutenant Tricia Williams
2. Group photo
3. City of Kwinana Scholarship Winners - Milarie Dogello, Jayde Davidson & Jasmine Catalan. Presented by Her Worship the Mayor, Carol Adams
4. Caltex All Rounder - Bruce Arellano, Presented by Mr John Pellegrini
5. Most Improved Award - Kirsten Bosworth, Presented by Her Worship the Mayor of Kwinana, Ms Carol Adams
6. Premier Student General Course - Kimberley Martin, Presented by Ms Julie Woodhouse.
7. Premier Student Vocational - Matthew Dugan-Baldrey, Presented by Mr Chris Oughton
8. Most Industrious Award - Jayde Davidson Presented by Mr Roger Cook
9. KIC Traineeship Award - Lucaan Cooper, Presented by Mr Chris Oughton
10. Strathalmond Trophy - Meleane Vi, Presented by Mr Jeremy Ingram on behalf of BP Refinery
11. Murdoch MAP4U Scholarship winner Jemica Dela Pena Presented by Ms Antoinette Geagea



Young People Who Care Awards

The 2015 Young People Who Care Awards was presented at a special ceremony at the State Theatre Centre on Tuesday 8 December 2015.

Gabriel Bulat, Year 12 was one of 5 State finalists in the Young Carer Award 14 - 18 Years category. The Awards were hosted by the Honourable Tony Simpson MLA, Minister for Local Government; Community Services; Seniors and Volunteering; and Youth. Congratulations Gabriel.

Jenny Dickman
Education Assistant
Work Connect

PREPARE NOW FOR SUCCESS

CHEMISTRY

This course is designed for Year 11 students wanting a head start into Year 11 Chemistry.
It is also great revision for those needing a refresher before Year 12 starts.
However, it does not cover Year 12 content.

Key topics of this 12 hour course include:

- Atomic Structure and Bonding.
- Reactions and Equations.
- Stoichiometry and Calculations.
- Reaction Rates.

Date: Monday 11, Tuesday 12, Wednesday 13 & Thursday 14 January 2016
Time: 9.00 am – 12.00 pm
Cost: \$130.00

Attend all sessions.

To register, please complete the form overleaf.

Registrations close on Thursday 7 January 2016

NB: Once an enrolment has been confirmed, refunds are not offered for any reason as course fees are set to only cover costs.

CRICOS Code: 01032F

PREPARE NOW FOR SUCCESS

ATAR HUMAN BIOLOGY FOR YEAR 11 & 12 STUDENTS

Key topics of this 12 hour course include:

- Cells, Metabolism and Regulation:
 - i) Cellular activities
 - ii) Homeostasis by feedback systems
 - iii) DNA and RNA involvement in protein synthesis
 - iv) Specific resistance – immunity
- Body Systems:
 - i) Endocrine and autonomic nervous systems
 - ii) Central and peripheral nervous systems
 - iii) Muscles, structure (macro and microscopic) and function
 - iv) Skeleton, structure (macro and microscopic) and function, joints

Date: Monday 18, Tuesday 19, Wednesday 20 & Thursday 21 January 2016
Time: 1.00 pm – 4.00 pm
Cost: \$130.00

Attend all sessions.

To register, please complete the form overleaf.

Registrations close on Thursday 14 January 2016

NB: Once an enrolment has been confirmed, refunds are not offered for any reason as course fees are set to only cover costs.

CRICOS Code: 01032F

PREPARE NOW FOR SUCCESS

MATHEMATICS METHODS FOR YEAR 11 & 12 STUDENTS

Key topics of this 12 hour course include:

ACMMM Unit 1, Topic 1: Functions & Graphs

We will look at the features of linear, quadratic, cubic and reciprocal functions, as well as graphs of their transformations.

ACMMM Unit 1, Topic 2: Trigonometric Functions

After reviewing the three key trigonometric ratios (sine, cosine, tangent), we will examine the graphs (including transformations) and equations of $y = \sin x$, $y = \cos x$, and $y = \tan x$.

ACMMM Unit 2, Topic 1: Exponential Functions

ACMMM Unit 4, Topic 1: Logarithmic Functions
As exponentials are the inverse function of logarithms (and vice versa), these will be presented together through a strategic exploration of graphs (including transformations) and equations.

ACMMM Unit 2, Topic 2: Sequences & Series

Students will investigate the topic of mathematical pattern through both arithmetic and geometric sequences and series.

Date: Monday 18, Tuesday 19, Wednesday 20 & Thursday 21 January 2016
Time: 9.00 am – 12.00 pm
Cost: \$130.00

Attend all sessions.

To register, please complete the form overleaf.

Registrations close on Thursday 14 January 2016

NB: Once an enrolment has been confirmed, refunds are not offered for any reason as course fees are set to only cover costs.

CRICOS Code: 01032F

PREPARE NOW FOR SUCCESS

STUDY SKILLS FOR YEAR 11 & 12 STUDENTS

Do you want to **STUDY LESS** and **ACHIEVE MORE**?

Key topics of this 6 hour course include:

- Learn how to get organised and how to plan your study sessions.
- Learn how to manage your time effectively.
- Learn how to deal with procrastination.
- Discover how your brain retains and recalls information.
- Understand your learning style and what study techniques work for you.
- Discover techniques that have you **STUDYING LESS** and **ACHIEVING MORE**.

Date: Wednesday 27 & Thursday 28 January 2016
Time: 9.00am – 12.00 pm
Cost: \$60.00

Attend both sessions.

To register, please complete the form overleaf.

Registrations close on Friday 22 January 2016

NB: Once an enrolment has been confirmed, refunds are not offered for any reason as course fees are set to only cover costs.

CRICOS Code: 01032F

PREPARE NOW FOR SUCCESS

YEAR 11 ATAR ENGLISH

Key topics of this 12 hour course:

The ATAR English course focuses on developing students' analytical, creative, and critical thinking as well as communication skills in all language modes. The ATAR English course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Date: Monday 18, Tuesday 19, Wednesday 20 & Thursday 21 January 2016
Time: 1.00 pm – 4.00 pm
Cost: \$130.00

Attend all sessions.

To register, please complete the form overleaf.

Registrations close on Thursday 14 January 2016

NB: Once an enrolment has been confirmed, refunds are not offered for any reason as course fees are set to only cover costs.

CRICOS Code: 01032F

PREPARE NOW FOR SUCCESS

YEAR 12 ATAR ENGLISH

Key topics of this 12 hour course include:

- Gaps and silences, otherness, dominant constructions, context, and discourses.
- The role of code switching in communication.
- The connection between language, identity and the world.
- Critiquing and evaluating constructions of identity.
- The impact of context, purpose and audience on the interpretation and production of language.
- Effective construction of responses.

Date: Monday 18, Tuesday 19, Wednesday 20 & Thursday 21 January 2016
Time: 9.00 am – 12.00 pm
Cost: \$130.00

Attend all sessions.

To register, please complete the form overleaf.

Registrations close on Thursday 14 January 2016

NB: Once an enrolment has been confirmed, refunds are not offered for any reason as course fees are set to only cover costs.

CRICOS Code: 01032F

Year 8 and 9 Camp

During week 9, students from Years 8 and 9 attended a camp at Camp Kerem in Bullsbrook. It was a great experience for all involved. Friendships were formed, and some grew. Students had the chance to see their teachers in a completely different light. Everyone who attended camp was able to say they had the opportunity to get outside their comfort zone and try something new.

Day 1:

The bus pulled up to College, to the eagerly awaiting students. Some packed lightly, others seemed to have packed their whole lives into a suitcase, and before you knew it, we were off. A music-filled bus ride took us to Camp Kerem, where students had the chance to explore the grounds before moving into their dorms. Beds were claimed, posters put up on walls, and fights for bunks beds were settled. Campers were treated to a healthy lunch, courtesy of Miss Mills, and then met their Year 11 team



leaders. Christine Stott, Marenka Erceg, Madi Fry and Billy-Joe Hereora-Talagi were great mentors - organising games and being an ear to the younger campers. A pizza dinner and apple crumble for dessert ensured the campers went to bed with full tummies.

Day 2:

Campers were awake early to take advantage of the hot water and lack of water pressure in the showers. Team leaders then took their groups around to a series of team building activities and fun including a low ropes course, water totem relay, soccer, volleyball and games with Linda the Chaplain. After lunch, campers were able to wage war on each other with a Colour War game, which left some campers looking like Prohart Artworks. After dinner we were treated to a quiz night, where campers used their knowledge of pop culture and Gilmorian culture, to win some prizes.

Day 3:

After an unexpected "bush walk", campers were able to have a whole day of water fun at Outback Splash. They also went a bit crazy in The Maze, and chatted to a talkative Henry the Bird. Whole watermelons were eaten, and sunscreen reapplied every few hours, meant that campers were quite tired by the time we got back to camp. We were all treated to a relatively "early" night, in the anticipation of heading back to school the next day.

Day 4:

Campers were unhappy to leave, and there were many sad faces as we cleaned the camp site and packed bags. After breakfast, we realised that all good things must come to the end as we waited for the bus. Campers still had some

energy, though, running around and playing games while the bus was delayed. The bus ride home was a quiet one, as the campers reminisced on an eventful and exciting 4 days.

There are always memories we'll take away from great experiences. Our Year 8 and 9 Campers will be able to look back fondly on camp and remember the constant music soundtrack, the crazy crimes and punishments in Kangaroo Court, teachers who just wanted to go to bed, huge spiders, new friendships, a bushwalk that almost killed us all, insane amounts of tasty food, kitchen duty, Colour Wars, a dog named Ukki and the greatness that was Year 8 and 9 Camp.

Nicole Leslie
Teacher
English



Music News - Choir

The Choir at Gilmore College has had an extremely busy, but fun filled year. With performances for ANZAC Day, NAIDOC week, whole College Assemblies, Year 12 Valedictory and participation in the College musical, "Into the Woods", the girls have truly put in an enormous effort and shown commitment beyond their years throughout these events. Their singing has also been extremely harmonious.



Kaitlyn Stott with one smiling resident



Talanya Crowther with two residents who are rugged up against the wind



Talanya Crowther, Kaitlyn Stott, Korina Lumapas, Lauren Nolan and Krystal Adams

This Term, the Choir girls sang in six performances for ArtFest at Gilmore College, from 9am through to 7pm on Thursday 3 December and were commended for their professionalism.

A visit to Orelia AEGIS Transition Nursing Home was another opportunity this Term for the Choir to share their talents with those in the community. The residents and carers were very appreciative and grateful for the time given by the girls to sing, interact and give out Christmas gifts.

The Choir will conclude the year with a Choir Camp, a performance at the Kwinana Carols by Candlelight and a farewell item at Gilmore College's last Whole College Assembly. (Photos to appear in the first newsletter for 2016).

I wish to thank all the parents, carers and relatives who have supported the Choir this year and gave of their time to ensure their daughters were prepared, attended rehearsals, handed in required forms so promptly and viewed their events throughout 2015. Have a lovely Christmas and New Year.

Heather Morgan
Teacher
Choir



Krystal Adams with a resident who braved the cold in her own bed



Lauren Nolan with the 2nd eldest resident at the Hostel



Korina Lumapas with a resident rosy in red

The Dialogue Café was a huge success with 71 parents and caregivers, community members and local stakeholders attending. Participants connected over a scrumptious three course meal provided by Years 11 and 12 Hospitality students. Several interactive activities were run throughout the evening to gain feedback about improving our communication, ways to engage our parents in their child's education and the school, and how to grow our community partnerships.

The next step is to review in detail the ideas and suggestions from the Dialogue Café and start the planning for change. This will be the job of the new Board commencing at the start of the 2016 school year.

If you would like to know more or contribute your own ideas please contact Rohan Smith or myself.

Finally wishing our families, staff and the community of Gilmore College a peaceful and joyous summer break and I look forward to seeing you all in 2016.

Mandy Grubb
Chairperson
Gilmore College Board



Emily Stack, Darian Beck, Christine Stott and Kurtis Jackson

Dialogue Cafe

On Tuesday 10 November the Gilmore College Board and staff presented a Dialogue Café event as part of the College's Parent/Carer and Community Engagement project.

The event was facilitated by Andrew Watt from Creating Communities who has been working with the Board since the beginning of 2015. Andrew and his team have conducted a range of activities including surveys with parents/carers and a staff workshop. The focus has been on what is working well, what needs attention and how we can improve.



Rude = Inadvertently saying or doing something that hurts someone else

From kids, rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice)

The main distinction between "rude" and "mean" behaviour has to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone. Kids are mean to each other when they criticise clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often regretted in short order. Very often, mean behaviour in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like:

- "Are you seriously wearing that sweater again? Didn't you just wear it, like, last week? Get a life."
- "You are so fat/ugly/stupid/gay."
- "I hate you!"

Make no mistake; mean behaviours can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Is it Rude, Is it Mean or Is it Bullying?

There is a difference between behaviours that are rude, behaviours that are mean, and behaviours that are true examples of bullying and why it is so critical that adults make the distinction when working with young people.

Many readers have advised how helpful these distinctions are and how necessary it is for young people to also learn to discern the differences between these troubling behaviours.

Bullying = Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power.

Experts agree that bullying entails three key elements: intent to harm, a power imbalance and repeated acts or threats of aggressive behaviour. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse -- even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational or carried out via technology:

- **Physical aggression** was once the gold standard of bullying-- the "sticks and stones" that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling, slamming a child into a locker and a range of other behaviours that involve physical aggression.

- **Verbal aggression** is what our parents used to advise us to "just ignore." We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.

- **Relational aggression** is a form of bullying in which kids use their friendship--or the threat of taking their friendship away--to hurt someone. Social exclusion, shunning, hazing, and rumour spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.

- **Cyberbullying** is a specific form of bullying that involves technology. According to Hinduja and Patchin of the Cyberbullying Research Center, it is the "wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

After reviewing the distinctions between rude, mean, and bullying behaviour, read the following scenarios. The answer key is below.

1. Kayla tells MacKenzie that she can't sit with her on the bus today because she is saving the seat for a girl from her Social Studies class.
2. Lucas tells Damien that he can't play with the Legos because he is the worst builder in the whole first grade.
3. Talia makes plans to go to the school dance with her new friend, Gwen. Katie tells Talia that if she hangs out at the dance with Gwen that everyone will think she is a total weirdo and no one will like her anymore. At lunch that day, Katie convinces everyone that it would be a really funny joke to all laugh out loud when Talia approached the lunch table.
4. Devin and David are friends. In school, they had an argument. Devin called David a name and David shoved him out of his way.
5. Maggie is making fun of the fact that Jessie hangs out with the boys at recess and wears long basketball

shorts to school every day. In gym class, Maggie told her to go play on the boys' team and the day before in homeroom, she wrote the words "You're so gay" on Jessie's desk.

6. Brady told JP he would beat him up if he touched his cars, then shoved JP out of his way. During math class, he threw a spitball at JP and kicked his chair out from under him. He threatened to punch JP if JP told the teacher.
7. Emma and Brit play on the same field hockey team and are normally best friends, but have been in an argument for three days. Emma called Brit a mean name after practice and Brit sent Emma a mean text.

ANSWER KEY

1. Kayla & MacKenzie: Kayla is being rude, but here is no evidence of intentional meanness, repetitive behaviour or a power imbalance.
2. Lucas & Damien: Lucas is being mean. It appears that his words are intended to hurt Damien. There is no evidence of repetitive behaviour or a power imbalance, however.
3. Talia & Katie: Katie is acting like a bully. She has created an unfair balance of power by getting all of the girls at the lunch table to laugh at Talia. She is also using words like "everyone" and "no one" to threaten Talia about how she will be socially excluded if she does not do what Katie wants her to do.
4. Devin & David: Devin and David are engaging in rough play, or rude behaviour. This is not bullying because the boys are usually friends, the power balance is relatively equal and the boys are not intending to harm each other.
5. Maggie & Jessie: Maggie is acting like a bully. She is making fun of Jessie repeatedly, with intention to cause harm. Slurs based on sexual orientation are particularly cruel for young people and should be taken seriously by adults wishing to create a positive school culture.



ATI-MIRAGE
Life Skills for Teens

Dates:

14 Jan 2016, 9am - 4pm
21 Jan 2016, 9am - 4pm

Pricing:

\$198pp for 3 workshops
\$77pp per workshop
**Group pricing available.*

25% off for additional siblings

Workshop 1: My Inner 'Selfie'

- Emotional Intelligence - key to happiness
- Knowing me, understanding others
- 'Followers' or friends
- Doing my head in - how to cope with stress and anxiety

Workshop 2: Staying Safe Online

- Protecting yourself online
- Viruses and protection
- Online scams
- Be Social Media smart

Workshop 3: Money Talks

- How to expand your spending money
- The pro's and con's of Credit Cards
- Money and mobile phones
- Buying your first car

Is your teen ok...?

With an increase in stress and anxiety among young people, we want to equip your kids with the life skills they need to make informed decisions and enjoy life.

Would you like your teenager to learn valuable life skills that will help them achieve their full potential? Our 3 short interactive workshops will equip your kids with the life skills and knowledge you wish someone had taught you at their age.

We believe educating kids from a young age on how to deal with money, anxiety and security will benefit their development and wellbeing in the long run.

**Don't wait until it's too late! Register your interest today.
Your kids will thank you... one day!**

Simply email admin@ati-mirage.com.au or call 08 9218 9059

www.ati-mirage.com.au

6. Brady & JP: Brady is acting like a bully. He is engaging in repetitive cruel behaviour, designed to hurt JP. He is using intimidation and threats to create a power imbalance.
7. Emma & Brit: Emma and Brit are being mean to each other. They are intending to hurt each other with their words and texts. The girls are normally friends, though, and at this point, this appears to be a mutual argument rather than a repetitive pattern of one-sided cruelty.

Open hours for payment of Contributions and Charges, ordering uniforms and late enrolments.

The Administration Office will be open on Wednesday 27 January 2016 from 7am until 1pm, Thursday 28 January 2016 from 1pm until 7pm and Friday 29 January 2016 from 9am until 2pm. Normal office hours of 8am until 4pm commence on Monday 1 February 2016.

THE LEEUWIN GEARS UP FOR A NEW SAILING SEASON

The Leeuwin is back out on the ocean after her annual refit and maintenance period and all geared up for a new exciting season of voyages. We have had an influx of applications for the remainder of 2015 and now have waiting lists for these voyages, but would like to spread awareness of our 2016 program which includes three Summer school holiday voyages, a journey down South to Busselton and our April trip up to the iconic Monkey Mia.

We would also like to share with you the chance to save \$120 on the voyage fare by booking any 2016 voyage for the 2015 price of \$1,980 if you book before the end of the year.

A Leeuwin voyage is a life-changing experience, teaching participants key skills such as communication, teamwork and leadership through the unique medium of a traditional tall ship. Students in years 10, 11 and 12 can earn 5 WACE points towards their senior graduation and can use the voyage as part of their Duke of Edinburgh Award or Queen's Scout Award.

Although there have been some changes in our scholarship program we continue to be supported by many local service clubs, businesses and local governments who are willing to support financially disadvantaged youth. Scholarships are not unlimited however and we recommend that anyone looking to apply for a scholarship sends their application in as soon as possible. For those looking to raise the voyage fare themselves, we have also developed a fundraising pack full of ideas and tips to help them achieve their goal.



For more information and to see our voyage program for 2016, please visit our website www.sailleeuwin.com. Alternatively you can contact our team on (08) 9430 4105 or by email at office@sailleeuwin.com.

Leeuwin Ocean Adventure Foundation
B Berth, Victoria Quay, Fremantle, 6160
PO Box 1100, Fremantle, 6959
T: 08 9430 4105
F: 08 9430 4494
www.sailleeuwin.com
Inspiring the youth of Western Australia



ABSTUDY claims to be submitted before Christmas

Please be advised the Australian Government is encouraging submissions for ABSTUDY claims to be made to Centrelink before Christmas. Most claims can be lodged over the telephone with assistance from Centrelink staff. The ABSTUDY line is 1800 132 317.



Gilmore College An Independent Public School

Dargin Place, ORELIA, Western Australia 6167
PO Box 86, Kwinana, Western Australia 6966
T. +61 8 9411 1811 F. +61 8 9419 2494
E. Gilmore.College@education.wa.edu.au
W. www.gilmorecollege.wa.edu.au

let's connect

JANUARY

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MAJOR TIMETABLE CHANGES

From Sunday 31 January 2016, there will be changes to the Joondalup, Mandurah, Fremantle and Armadale lines. There will also be changes to a number of school services across the Transperth network.

Students intending to travel to school via public transport should:

- Check transperth.wa.gov.au for information
- Plan your journey prior to the start of school

The JourneyPlanner will be updated with the new school services from Friday 15 January 2016. Remember to change the date in JourneyPlanner to the first day of school

Whilst not every school will be undergoing changes, we recommend that everyone should plan their journey prior to the first day of school.

For Assistance:

Transperth InfoLine 13 62 13 (TIS: 13 14 50)
Hearing or speech impaired? Call via NRS 133 677



Important Numbers

Attendance	9411 1823
Library	9411 1842
Main Administration	9411 1811
Student Services	9411 1823