



SCHOOL REPORT 2018



2018 School Board

Chair

Erica Jones (parent representative)

Community Representatives

Carol Adams - Mayor, City of Kwinana

Lorraine Finlay - Lecturer in the School of Law at Murdoch University

Mandy Grubb - The Smith Family

Chris Oughton - Kwinana Industries Council

Parent Representatives

Lesley Brown

Jodi Gosztyla

Justin Paul

Paul Smith

Staff Representatives

Caitlin Dancer

Jennie Lobb

Rohan Smith

Daniel Szewczak



Principals Welcome

Erica Jones, Chair of the Gilmore College Board and I welcome you to the Annual Report for the 2018 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 and Professional Learning Activities report).
- 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 (please find a detailed financial summary on the final page of this report).
- Parent, Student and Staff Satisfaction which was measured in three surveys conducted during 2018.

In 2018 our ATAR students shone. There can be no other way to describe the results of this remarkable group of young people, the support that their parents/carers gave the school and the hard work of their teachers to get them there.

These results coincided as the first group of Academic Extension Program students reached Year 12 and is testimony to the vision of several school staff who instated the program back in 2012. Elsewhere we closed the gap between our school results and those of our similar schools in NAPLAN and we assisted a record-sized cohort of Gilmore College students to complete Year 12. As has become the expectation our VET students left the school work and apprenticeship ready and our pioneering group of Process Operations Students exited our Trade Training Centre for Excellence.

2018 saw us embark upon the Fogarty Foundation's "Edvance" School Improvement Program. This is a three year program that assists emerging schools in setting the pre-conditions required for learning success, strengthens the quality of teaching across the school through evidence based research and the introduction of uniform approaches to teaching and leadership.

The program also provides mentorship for middle and senior leaders and guides the planning of strategy and vision within the school over a three year period. The program is endorsed and supported by the Department of Education in WA and has already seen significant positive growth in some of our key areas.

This report represents the final assessment against our Business Plan 2016-2018 as we commence a new overlapping planning cycle between 2018-2020 covering our years in the Edvance program.

I continue to enjoy serving the Kwinana Community and its students and parents/carers. I am committed to assembling the best team of staff possible to support our young people through their learning - truly passionate educators and leaders. Further to this I am grateful for the support of our parents, carers and community members who serve on our board - truly committed to seeing a positive transformation in their local school aligning to our moral purpose:

"We transform positive relationships into meeting the unique learning potential of every student." We are here to make a difference in young people's' lives through education.

Rohan Smith
Principal

Gilmore College Ethos

Background

Gilmore College is an Independent Public School which opened in 2008 continuing 52 previous years of secondary education provided by Kwinana Senior High School. The school continues the education of students from City of Kwinana area primary schools namely Bertram, Calista, Leda, Medina, North Parmelia, Orelia and Wellard aged from 11-18. Our student population thrives in an inclusive environment consisting of Australian Aboriginal, European, African, Sub-Continental, Middle Eastern, Asian and Pacific Island Nations' people.

Our Moral purpose to meet the unique learning potential of all of our students through positive relationships drives interactions between all of our school community members. Our Positive Behaviour Support school acronym S.O.A.R. (We are Supportive, Organised, Aspirational and Resilient) creates a tone for our welcoming environment.

We provide a comprehensive curriculum with pathways to University, further study, training and employment. Our Pastoral Care and Student Services team deliver the support for the delivery of these curriculum opportunities and help to establish our school as a trusted local Kwinana community institution. Our students frequently excel in academic, cultural, industrial, sporting and technological endeavours. More recently the school has placed a focus on the sustainable use of resources, care for our natural environment and reconnection with our Whadjuk Noongar Boodjar (country, land, earth and sea of our first people).

Our school stands because of the achievements and perseverance of its students, staff and community over 62 years and our recently formed Alumni Association "Old Flames" recognises the enormous value that mentorship and coaching from former students can give to the students of today.

Our Moral purpose to meet the unique learning potential of all of our students through positive relationships drives interactions between all of our school community members.

School 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. In 2018 a full time Learning Support Manager was employed to better support students with learning difficulties and the school has committed to providing this leadership position until the end of 2020.

External Partnerships – Extended Services

The College works in partnership with many external agencies including: The Smith Family, Aspire UWA, Murdoch University, The Peron Alliance of Curriculum and Teaching (PACT), Kwinana Industries Council Education Partnership (including iWomen, iMen, iDiversity, iTeacher, iConference 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 and Kwinana Police.

Management Review 2018

At the commencement of each school year the management team of Gilmore College pause to review the previous year. At the start of 2019 the team, which consists of HOLA's, Program Coordinators, Student Services Managers and the Executive Team conducted a review based on system data focused on 5 key areas:

1. How does your area of leadership support improvements in student attendance?
 2. How does your area of leadership support improvements in your students' Grade Average?
 3. How does your area of leadership support improvements in WACE attainment?
 4. How does your area of leadership support improvements in student NAPLAN results and the improvement of whole school literacy/numeracy?
 5. How do you develop leadership and aspirants within your area of responsibility? What is needed to support aspirants in your LA?
- There are multiple opportunities for our teaching and support staff to accept leadership roles within the school.
 - We have successfully negotiated the first year of the full implementation of the Western Australian Curriculum and coming years should be devoted to consolidating this new curriculum roll-out.
 - Timetabling and formalising student involvement in intervention curriculum such as STAR Literacy should be trialled to gauge effectiveness of strategies including the implementation of reading intervention.

The key points of observation, lines of enquiry and areas for improvement are summarised as follows:

- Participating as often as possible in system moderation activities such as consensus moderation and NAPLAN/OLNA/ATAR marking will assist to improve curriculum coverage.
- Improvement is needed in the data literacy of all teaching staff.
- The development of individual student attendance improvement plans will strengthen our efforts to improve attendance.
- Aligning operational planning across the school to the Key Performance Indicators of our Fogarty Foundation improvement plan will create a streamlined approach to planning.
- A focus on timed assessment and the introduction of a low variability instructional model are key to strengthening student learning.
- Continued use of the Connect platform for official communication with parents by as many staff as is appropriate.
- Continuing to provide a sense of belonging to as many students as we can through extra-curricular activities and special programs will strengthen academic results and wellbeing indicators such as attendance.

It should be noted that the Teacher Leaders within the Management Team (Heads of Learning Area) have also commenced a Fogarty Edvance style program of Professional Learning offered through the foundation to bring more coordination to school improvement strategies. This will conclude during semester 1 of 2019 and feature elsewhere in this report.



2018 Performance Against Targets

Between 2017 and 2018 the gap with Like Schools has closed in every test category.

Performance	Achievement Target	Data	Notes for Consideration
	The progress achieved by the stable cohort in NAPLAN will close the gap with like schools in each test area.	Between 2017 and 2018 the gap with Like Schools has closed in every test category.	<i>(Please see separate NAPLAN article in this report).</i>
	Increase % of students at or above National Minimum Standards for NAPLAN to close the gap between Gilmore College and like schools.	<p>In 2018 Reading, 88% of Year 7 students achieved this target compared to 83% in 2017. 85% of Year 9 students achieved this target compared to 82% in 2017.</p> <p>In 2018 Writing, 73% of Year 7 students achieved this target compared to 78% in 2017. 60% of Year 9 students achieved this target compared to 56% in 2017.</p> <p>In 2018 Grammar and Punctuation, 82% of Year 7 students achieved this target compared to 79% in 2017. 81% of Year 9 students achieved this target compared to 74% in 2017.</p> <p>In 2018 Spelling, 86% of Year 7 students achieved this target compared to 85% in 2017. 75% of Year 9 students achieved this target compared to 81% in 2017.</p> <p>In 2018 Numeracy, 93% of Year 7 students achieved this target compared to 92% in 2017. 94% of Year 9 students achieved this target compared to 99% in 2017.</p>	<i>This target has been met in some categories (Yr 9 Reading, Writing, Grammar & Punctuation and Year 7 Reading, Grammar & Punctuation, Spelling and Numeracy) but not in others so is considered as tracking toward the target.</i>
	Increase % of students that will qualify for their WACE through OLN achievement by the end of Year 10.	<p>On average across all test types there were 47% of Year 10 students who had passed their OLN at the end of 2017.</p> <p>On average across all test types there were 43% of Year 10 students who had passed their OLN at the end of 2018.</p> <p>This represents a decrease of 4%.</p>	<i>The school has set a Business Plan target for 2019/2020 to lift the rate of pre-qualification for OLN through the Year 9 NAPLAN. It is hoped that strengthening this area will lead to more students not needing to add the stress of undertaking the OLN in their senior school years.</i>

	Increase % of Academic Extension students that attain an 'A' grade in English, Humanities & Social Sciences, Mathematics, and Science in the Semester 2 Report.	In 2017 81% of students in the Academic Extension Program were awarded at least one A across the four MESH subjects. In 2018 60% of students in the Academic Extension Program were awarded at least one A across the four MESH subjects. This represents a decrease of 21%.	<i>It should be noted that students in the Academic Extension Program undertake a more rigorous curriculum than their mainstream counterparts.</i>
	Increase % of Aboriginal and non-Aboriginal students in Years 7 – 12 that attain a 90% attendance rate.	In Semester 1 2017 49% of students had a 90% attendance record. In Semester 1 2018 51% of students had a 90% attendance record. This represents an increase of 2%	
	Increase % of Year 12 Aboriginal students that attain WACE.	In 2017 75% of eligible Aboriginal Year 12 students achieved a WACE. In 2018 46% of eligible Aboriginal Year 12 students achieved a WACE. This represents a significant decrease in 2018.	<i>Across the 3 years of the Business Plan 2016-2018 the rate of Aboriginal WACE attainment has risen from 20% (2016) to 46% (2018). This should be considered an improvement and a target "met" over the life of our business plan despite the decrease between 2017 and 2018.</i>
	Increase % of Year 12 students to achieve an ATAR of 55+ and or a full qualification of Certificate II achievement.	In 2017 the Attainment Rate (ATAR >55 or Cert II) was 93%. In 2018 the Attainment Rate (ATAR >55 or Cert II) was 79%. This represents a significant decrease in 2018.	<i>Non-achievement of Certificate II qualifications through low attendance and non-submission of competency work has impacted greatly on this measure coupled with the ability for students to access University Entrance through alternative pathways using ATARs of well below 55.</i>
	Maintain high % (90%) of eligible Year 12 students that attain full qualifications (Certificate II or higher) in Vocational Education and Training courses.	In 2017 92.5% of eligible WACE students achieved a Certificate II or higher. In 2018 76% of eligible WACE students achieved a Certificate II or higher. This target has not been maintained for 2018.	<i>Non-achievement of Certificate II qualifications through low attendance and non-submission of competency work has impacted greatly on this measure.</i>
	Increase % of Year 12 WACE attainment.	The WACE attainment decreased from 74% in 2017 to 63% in 2018.	<i>It should be noted that in 2018, while a lower percentage of students attained their WACE, 77 students achieved a WACE in 2018 as opposed to 60 (2017) and 62 (2016). For this reason this target could be considered "met".</i>

Key

	Achieving
	Progressing
	Not achieved

ATAR and VET Pathways

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 Process Plant Operations.

ATAR

In 2018 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 2018 we had ten students achieve an adjusted ATAR of over 80 allowing them direct entry to all of Western Australia’s public Universities as well as two students who achieved ATAR scores greater than 95 (top 5% of all Australian students).

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 2018, seven of our Year 12 students were able to complete the Certificate IV in Preparation for Health and Nursing Studies 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 2018 our first cohort of students (14 Year 12 students) successfully completed their Certificate II training with a further cohort made up of Year 11 students from Peter Carnley College and Comet Bay College. The Centre currently caters to 28 Gilmore College Year 11 and 12 students and a further 28 Year 11 and 12 students from within the KIC Education Partnership.

Specialist Engineering

Gilmore College offers a Department of Education endorsed Specialist Program in Engineering. This is delivered as a School Based 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.

In 2018 we attempted to build on the culture of coaching that we had established through Professional Learning in 2017. Unfortunately there were too many varied approaches to peer observation and coaching and efforts will be directed in 2019 to formalise this process of staff review through observation and collegiate conversation. To ensure this a strategic goal and performance indicator have been built into the 2018-2020 Business Plan with a timeline for 100% implementation across the school.

Managers and leaders within the school continue to use the principles of Leadership Growth Coaching to conduct professional conversations with their staff and colleagues.

Staff Development – Key Activities 2018

For the final 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. The commencement of the Fogarty Foundation Edvance School Improvement Program as part of Cohort 5 has seen a major shift in the strategic direction of our staff Professional Learning and this category of PL dominated the staff development landscape at Gilmore College in 2018.

Fogarty Foundation Edvance School Improvement Program

The Edvance Program is a three year commitment by senior leadership team members to rigorous professional learning aligned to the improvement of student outcomes.

The program commenced in February 2018 with Executive Team members expected to read several academic articles on the principles of teaching and learning in preparation. The program harnesses the “School Transformation Framework” and assists schools to transit within achievable but strategic stages of improvement after setting the pre-conditions for academic improvement and learning.

Our first activity was to develop a Moral Purpose statement with our school community followed by the identification of three priorities for the three year period of the program. Senior Staff attended 8 days of Professional Learning with the foundation while Teacher leaders attended a further 2.

Key staff and Teacher Champions were also given and accepted the opportunity to undertake site visits in the areas of literacy intervention and pedagogical improvement. Working Parties within the staff team were formed to develop a whole school instructional model and a strategy for whole school literacy and numeracy. A School Improvement Team was also formed to bring the leaders of each initiative area together and ensure that agreed timelines were adhered to.

Follow the Dream Conference

The Department of Education in conjunction with the Polly Farmer Foundation sought to gain the insight of schools and Program Coordinators at their first annual conference in September. Many positive results will flow through to Gilmore College including a longer tenure for our coordinator, more latitude to support students in school and a strengthening of the leadership role undertaken by the coordinator in implementing the Aboriginal Cultural Standards Framework.

Positive Behaviour Support Activities - SOAR

2018 saw our PBS initiative return to the fore with a highly motivated team of staff undertaking Professional Learning, launching the program with students and staff, developing and implementing a school wide Behaviour Matrix, filming videos of expected positive behaviours, conducting behaviour lessons with students across all year groups and holding school wide lunchtime events to consolidate the Supportive, Organised, Aspirational, Resilient (SOAR) message. Please see elsewhere in this report for a full account of this team’s activities in 2018.

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 were fully aligned to the new Western Australian Curriculum. Staff were able to bring to fruition their planning and preparation over the previous two years in implementing the new curriculum.

LGBTQI Student Support

Staff undertook high quality Professional Learning from Department of Education Statewide Services staff on supporting LGBTQI students at Gilmore College which has led to many new positive opportunities for these students including a weekly support group.

Staff Wellbeing Activities

2018 was the first full year of Staff Wellbeing Activities at Gilmore College. In term 2 we held an afternoon of lawn bowls at the Kwinana Bowling Club, term 3 saw our staff showcasing their craft, painting, homewares and sporting skills in small afternoon workshops and in term 4 a small but dedicated band of staff held a fiercely contested volleyball game in our gym. Additionally our Community Health Nurse ran a voluntary mindfulness meditation session on Monday mornings to assist staff as they begin the week.

Literacy Strategy

The 2018 Literacy Strategy is a two hour literacy block, implemented in Year 7 English and Humanities & Social Sciences. As a cross-curricular focus on literacy, the program has been very successful.

In 2019 The Literacy Strategy will be replaced by the Corrective Reading Program. The program will give Year 7 students with low literacy skills an opportunity to improve their phonemic awareness, spelling, reading and comprehension skills.



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 2018, the College supported a total of 49 Year 7- 12 aspirant Aboriginal students. The Follow the Dream Outreach Program supported 8 of these students undertaking their studies at nearby secondary schools (Baldivis Secondary College, Warnbro Community High School and Rockingham Senior High School).

The average school attendance for the entire cohort of Year 7-12 students in FTD was 87% (2018).

Special Achievements

- Crystal Brooks Year 7 a recipient of the NAIDOC Medal of Excellence, as part of 2018 NAIDOC Week School Initiative Competition, for creative writing and essay writing. The ultimate aim of the initiative was to provide students with a greater understanding on the importance of friendship and cultural diversity.
- Shakaylee Wallam Year 9 and Ashley Collard, Clontarf Academy Operations Officer, won 2018 City of Kwinana Arts, Culture & Entertainment awards. Shakaylee won Junior Performing Arts Person of the Year Award and Ashley won Visual Arts Person of the Year Award.
- Aboriginal Affairs Minister Ben Wyatt presented staff and students a PALS Award, at a ceremony at the Meeting Place in Yagan Square on 22 November. Staff Dave Smith, Ashley Collard and Kelly Collard together with students Crystal Brooks, Ky Bennell, Ryley Windon and Shakaylee Wallam were joint winners in the category Aboriginal Language and History for Mulka the Giant Storybook.
- The Department of Local Government, Sport and Cultural Industries' PALS (Partnership, Acceptance, Learning, Sharing) program encourages young people to learn more about our unique Aboriginal culture, and to be active participants in the reconciliation journey.

- The State School Teachers Union of Western Australia (SSTUWA) presented FTD Coordinator Dave Smith the Reconciliation in Action Award, for his work with the Mulka Story book, Tracks and Attacks Indigenous History computer game and many other initiatives. This State Award recognises SSTUWA members who are committed to ensuring that all Aboriginal and Torres Strait Islander students have the right to high quality public education in Western Australia. Dave Smith was also nominated for the Federal Education Union Arthur Hamilton Award that recognises ongoing work and commitment towards improving educational outcomes and advancements for Aboriginal and Torres Strait Islander students.

Key Events

2018 – NAIDOC Week was a real highlight of the year, especially receiving a special message of encouragement from Cathy Freeman.

Lower School Student Achievement Literacy and Numeracy

89% of Year 7 FTD students at or above national minimum standard NAPLAN Year 5 Reading.
89% of Year 7 FTD students at or above national minimum standard NAPLAN Year 5 Writing.
78% of Year 7 FTD students at or above national minimum standard NAPLAN Year 5 Numeracy.
92% of Year 8 - 9 FTD students at or above national minimum standard NAPLAN Year 7 Reading.
77% of Year 8 - 9 FTD students at or above national minimum standard NAPLAN Year 7 Writing.
85% of Year 8 - 9 FTD students at or above national minimum standard NAPLAN Year 7 Numeracy.

Senior School Student Achievement Literacy and Numeracy

92% of Year 10-12 FTD students at or above national minimum standards NAPLAN Year 9 Reading.
88% of Year 10-12 FTD students at or above national minimum standards NAPLAN Year 9 Writing.
88% of Year 10-12 FTD students at or above national minimum standards NAPLAN Year 9 Numeracy.
96% of Year 10-12 FTD students achieving OLNA Reading.
96% of Year 10-12 FTD students achieving OLNA Writing.
89% of Year 10-12 FTD students achieving OLNA Numeracy.

Senior Secondary Achievement

81% (13) of Year 12 FTD:PFS students who achieved a WACE.
 0% of Year 12 FTD:PFS students who have an ATAR enabling university entry.
12% (2) of Year 12 FTD:PFS students who have an ATAR
100% (16) of Year 12 FTD:PFS students who completed a Cert II or higher
100% (16) Attainment Rate.
48.9 Median ATAR.



Positive Behaviour Support (PBS)

SOAR: We are Supportive, Organised, Aspirational and Resilient

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 2018 our Positive Behaviour Support (PBS) Team has continued to meet fortnightly and work collaboratively with classroom teachers in staff meetings to maintain full staff inclusivity. In a busy and productive year, the PBS team has attended their third team training day, which equipped them with the skills to continue to implement the PBS program, as they continue on this journey as a school and community. We have completed, by working together with students and staff, a School Behaviour Matrix, which has identified specific behaviour skills to support our expectations, as outlined in the survey conducted in 2017. The results of which were collated and the top five positives and negatives established. The Behaviour Matrix has been presented to all students in class, and ongoing targeted lessons are being taught to explain and support these expectations. The PBS team have facilitated the opportunity for the staff of Gilmore college to excel themselves in writing, acting in and producing educational and fun videos to accompany the teaching of the targeted PBS lessons.

The design for the PBS mascot has been completed by combining the top four designs as voted by the school community last year:



Following this, the team held a school wide competition to name our mascot, students were asked to come up with a catchy name which included either, crow or wardong (aboriginal word for crow). The competition was a resounding success and many names were put forward. The winning entry with a large margin of votes was 'Wally the Wardong'.

We also had the pleasure of officially launching our PBS Program at a whole school assembly, and with our banners sporting the acronym SOAR and Wally on display in the gym permanently, it was a proud and happy day for the whole school community. Since the launch we have designed and purchased more banners which have been placed in all learning areas so the students are constantly reminded of our behaviour expectations.

These banners are complimented by the addition of laminated behaviour matrixes and smaller versions of the banners in most classrooms. To further promote PBS in our school we held a PBS activity day, the first of many to follow, where activities, games and food were enjoyed by all.

As the PBS program is rolled out and students and staff alike embrace it, it has been wonderful to see classes decorating their walls with the SOAR acronym in various and increasingly creative designs. A future completion in the making, will acknowledge their hard work and enthusiasm.

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 completed their senior years of school study in 2018. These initial AEP students comprised the bulk of the cohort that undertook ATAR studies in 2018. 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 recent years.

In 2018, a sixth 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

	English				Mathematics				Science				HASS			
Grade	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

	English				Mathematics				Science				HASS			
Grade	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

	English				Mathematics				Science				HASS			
Grade	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
A	0	0	3	3	3	9	8	4	7	10	7	11	10	13	9	7
B	9	14	20	21	12	6	14	12	14	4	10	18	9	6	14	18
C	18	9	7	4	10	8	8	12	7	6	9	0	9	4	6	4
D	1	0	0	0	3	0	0	1	0	3	4	0	0	0	0	0
E	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0

Cohort 4 2016-2019

	English			Mathematics			Science			HASS		
Grade	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
A	1	2	1	3	9	12	7	10	13	10	13	4
B	20	21	22	12	6	13	14	4	13	9	6	19
C	9	6	9	10	8	7	7	6	6	9	4	9
D	1	0	0	3	0	0	0	3	0	0	0	0
E	1	1	0	0	0	0	0	0	0	0	0	0

Cohort 5 2017-2020

	English		Mathematics		Science		HASS	
Grade	2017	2018	2017	2018	2017	2018	2017	2018
A	2	3	9	5	16	20	20	18
B	29	25	14	18	11	5	7	7
C	0	3	7	8	3	6	3	6
D	0	0	0	0	0	0	0	0
E	0	0	1	0	1	0	1	0

Cohort 6 2018-2021

	English	Mathematics	Science	HASS
Grade	2018	2018	2018	2018
A	0	7	19	25
B	20	9	5	6
C	8	15	8	2
D	5	1	1	0
E	0	1	0	0

Our Results

NAPLAN 2018

The tables below show the performance of Year 7 and 9 students of Gilmore College measured against “Like” schools in the 2018 tests. 2018 saw our students undertake the tests on paper for the final time as we move to the online test delivery in 2019. From semester 2 2018 onwards the school has placed a focus on a school-wide approach to literacy and numeracy with a working party tasked to develop effective whole school strategies and the task of rolling out whole school and learning area level professional learning in teaching these two vital areas.

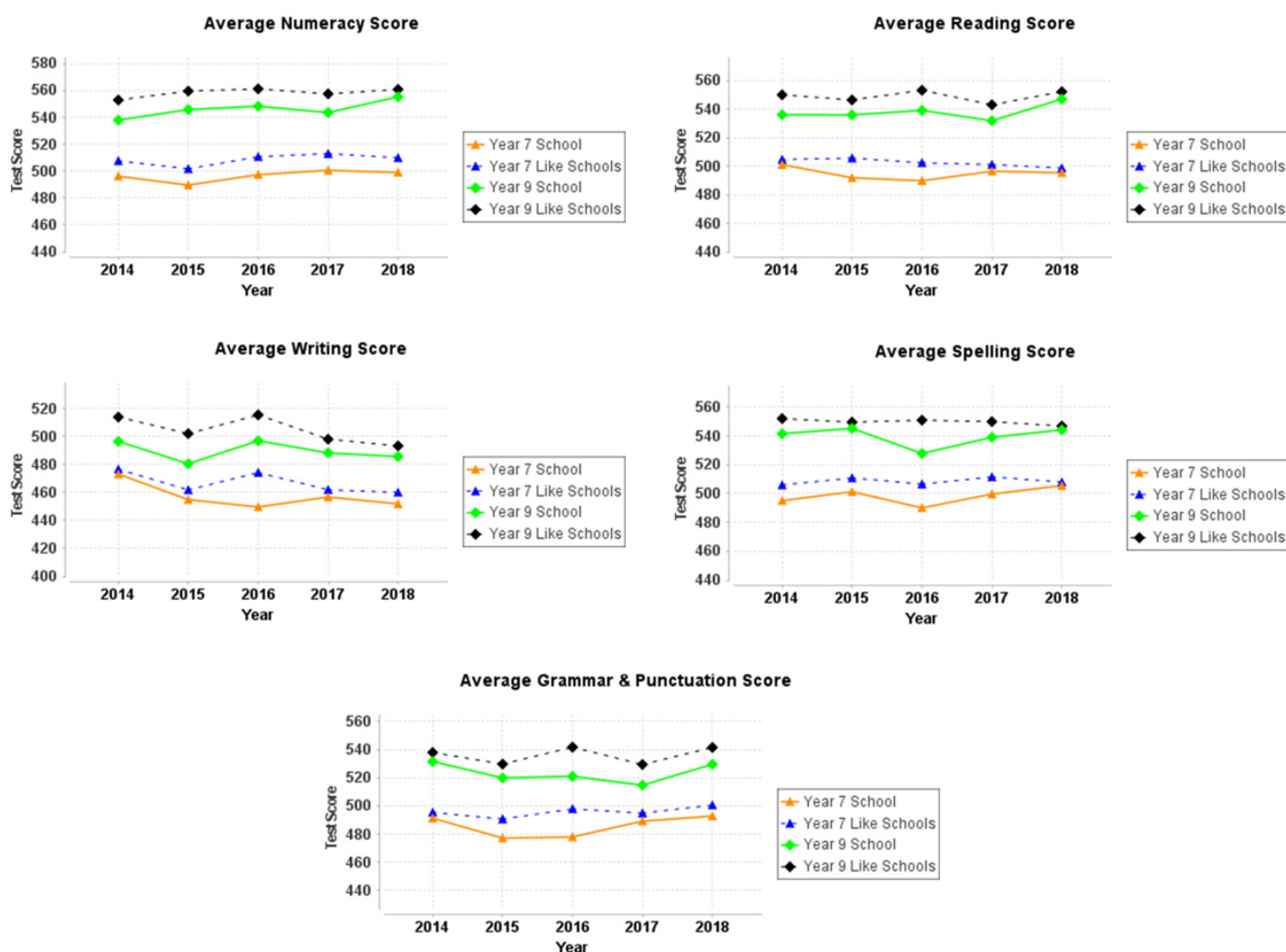
Year 9 students have clearly and demonstrably closed the gap between our school and like schools across all test types. Most notably in Numeracy, Reading and Spelling. For the Year 9 cohort it is particularly telling that they have closed this gap when compared to the Year 7 gap of 2016 (the same cohort of students). The average test score of 555 for Numeracy is the highest recorded by a cohort in the last five years. The average scores for Reading, Spelling and Grammar and Punctuation are the highest over the past three years. Writing continues to be an area for focused improvement and our OLNA data bears this out as well.

While Year 7 performance is steady across all test types (again with the exception of reading) there are fewer highlights as far as major improvements. Grammar and Punctuation and Spelling were our most successful Year 7 cohort results when average scores are used - both registering the highest score over the past five years.

There has been a slight improvement in the 2018 results in measuring progress against achievement. The Year 9 cohort have demonstrated progress above our like schools in Writing, Spelling and Punctuation and Grammar. The 2018 Year 9 cohort also performed as expected in numeracy when compared to the 2017 cohort but made progress slightly below that of students in like schools.

A highlight of the data is that students in both Year 7 and 9 cohorts performed as expected in all assessments.

Performance measured against Like Schools Years 7 and 9



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

NAPLAN National Minimum Standard (NMS)	NAPLAN – Numeracy					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	52%	63%	61%	55%	65%	65%
At NMS	38%	29%	31%	44%	28%	29%
Below NMS	10%	8%	8%	1%	7%	6%
Average Test Score NAPLAN	NAPLAN – Numeracy					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	498	548	501	544	499	555
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Numeracy					
	2016		2017		2018	
	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					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	54%	53%	64%	48%	59%	66%
At NMS	28%	34%	19%	34%	29%	21%
Below NMS	18%	13%	17%	18%	12%	13%
Average Test Score NAPLAN	NAPLAN – Reading					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	490	539	497	532	496	547
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Reading					
	2016		2017		2018	
	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					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	54%	46%	65%	58%	69%	59%
At NMS	23%	29%	20%	23%	17%	16%
Below NMS	23%	25%	15%	19%	14%	25%
Average Test Score NAPLAN	NAPLAN – Spelling					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	490	528	500	539	506	544
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Spelling					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Comparative Performance						

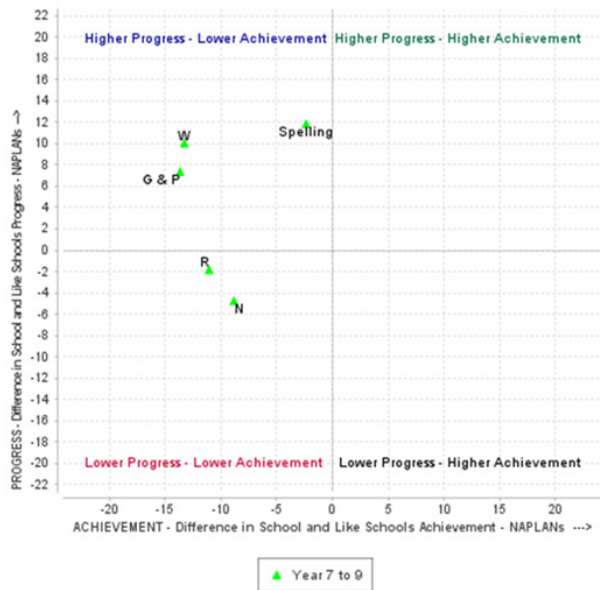
Below expected performance in comparison to the results of all other WA Public Schools

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

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 7 2016 to Year 9 2018



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

NAPLAN National Minimum Standard (NMS)	NAPLAN – Writing					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	38%	31%	41%	34%	34%	38%
At NMS	33%	35%	37%	22%	39%	22%
Below NMS	29%	34%	22%	44%	27%	40%
Average Test Score NAPLAN	NAPLAN – Writing					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	450	497	457	489	452	486
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Writing					
	2016		2017		2018	
	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					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	46%	40%	58%	47%	57%	48%
At NMS	36%	36%	21%	27%	25%	33%
Below NMS	18%	24%	21%	26%	18%	19%
Average Test Score NAPLAN	NAPLAN – Grammar and Punctuation					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	478	521	489	515	493	530
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Grammar and Punctuation					
	2016		2017		2018	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Comparative Performance						

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	
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%
2018	122	28	22%	153	100%	93	61%

2018 was a fantastic year for our ATAR cohort of students. Not only was participation in this traditional direct University entrance pathway higher than any recent previous year but the level of success achieved by the cohort will provide inspiration to many future years of Gilmore College students. Over the past three years the median ATAR achieved by Gilmore College students has risen from 33 to 61. The year group also boasted ten students who gained an ATAR placing them in the top 20% of all Australian Year 12 students including one score of 99.70 (accepted into UWA Medicine) and another of 95.65 (Accepted into Metallurgical and Chemical Engineering at Curtin University).

61% of our students achieved a Certificate II or higher in 2018 and while this percentage is disappointing when compared to previous years it is worth noting that 93 Certificate II or higher awards is more than any of the previous five years.

	Year 12 – WA Certificate of Education (Graduation)		Year 12 Attainment (ATAR > 55 and/or Certificate II or higher)
2014	47	87%	70%
2015	80	82%	67%
2016*	62*	75%*	87%
2017	60	74%	93%
2018	77	63%	79%

** 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 2018 our Attainment rate for eligible Year 12 students has dropped significantly to 79%. Again though it should be noted that with 96 students attaining this measure we can also take some comfort from the fact that it is the highest number of students in the past five years despite the lower percentage. 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.

WACE requirements set by the board of the School Curriculum and Standards Authority require students to complete Literacy and Numeracy assessments (OLNA) and to achieve 14 C Grades across the two years of senior schooling. With 77 (63%) of our eligible students achieving a WACE we are disappointed but again pleased to see that this is the highest number of WACE awards since the new requirements were implemented in 2016. It is still the College's aspiration to raise this attainment rate to 80% by 2020 and is a stated target in our new Business Plan.

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. 2018 represented the most stable cohort of students school wide with a transiency rate of 19.1% - the lowest in the past five years.

Student Transiency 2018	19.1%
2017	25.3%
2016	25.4%
2015	22.2%
2014	20.8%

Engagement Support 2018

2018 saw an overall increase in the number of total days suspended. However, it is noted that some cohorts saw a reduction in the total days of suspension, particularly the 2017 Year 10 cohort who as Year 11s in 2018 had only 46.5 days of suspension resulting in a 343% improvement.

The data continues to show that students in Years 8 – 10 comprise the most amount of days of suspension with significant decreases noticed in the senior school years. This could be for a variety of reasons including disengaged students finding engaging alternatives to mainstream education.

In 2018 Year 7 suspension data rose significantly in part due to a cohort of students who displayed high end behavioural issues. It is noted that male students out number female students for total days of suspension more than 3 to 1. Violation of Code of Conduct or school/classroom rules was the number one reason for suspension at Gilmore College.

	Suspensions – Total days					
	Y07	Y08	Y09	Y10	Y11	Y12
2017	17	241.5	480.5	206	118.5	34.5
2018	34	397.5	380	332	46.5	46
%age difference - 2017/18	+100%	+65%	-26%	+61%	-154%	+33%

Attendance Support 2018

2018 saw a 3% increase in the overall attendance rates of students at Gilmore College (from 79.2% in 2017 to 82.2% in 2018). This is in part due to the increasing accuracy of record maintenance and a whole school focus on attendance data and process as part of Gilmore's involvement in the Fogarty EDvance program.

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%
2018	82.2%	87.6%

There has been some notable improvements in the attendance rates of some cohorts particularly in senior school that improved dramatically. This could be attributed to the continual focus on referrals to Participation and finding suitable alternatives to mainstream education. There was also increases in the attendance rate for Years 9 and 10. The improvement in the Year 10 attendance rates could in part be attributed to the school's involvement in the Year 10 Engagement and Transitions program which seeks to provide support and engagement opportunities for disengaged Year 10 students.

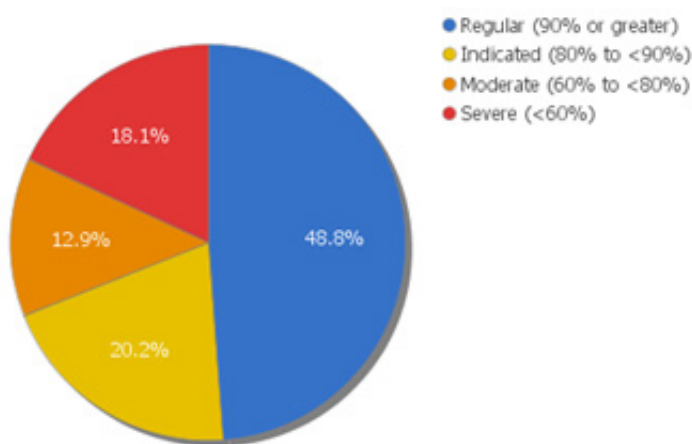
Attendance % - Secondary Year Levels

	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%
2018	88%	81%	81%	83%	82%	77%
WA Public Schools 2018	91%	88%	87%	85%	87%	88%

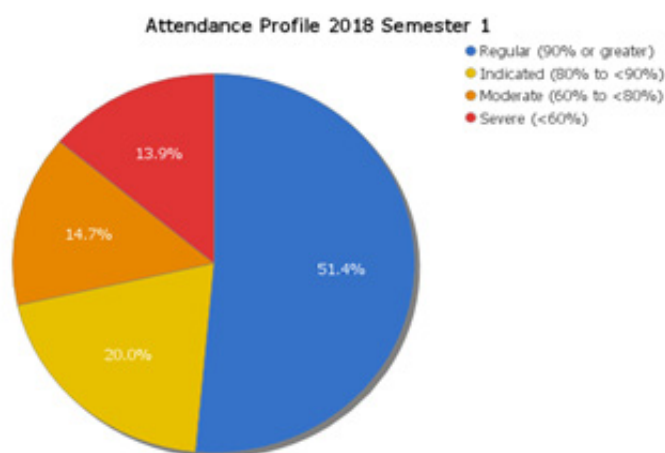
With continual reflection and improvements made the process of recording attendance it is pleasing to see improvement in the regular attendance percentage. The 2018 improvement is in line with the targets set as part of the Fogarty EDvance program. The 2020 target for regular attendance is 55%, with the 2018 percentage of 51.4% we are well on the way to achieving that target. The Semester 1 Attendance profile shows improvements across all areas of attendance from severe, moderate and indicated.

2018 saw an improvement in the percentage of unexplained absences down from 74% in 2017 to 71% in 2018. This could be a result of criteria to attend extra curricular activities with no unexplained absences. However the rate of 71% of all absences being unaccounted for by parents and guardians is cause for concern and continual reflection and improved strategies

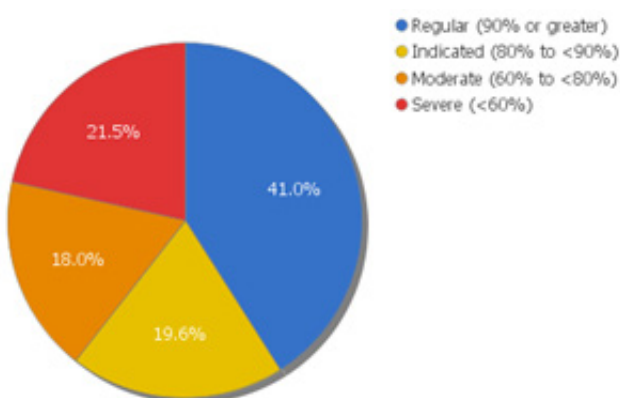
Semester 1 2017



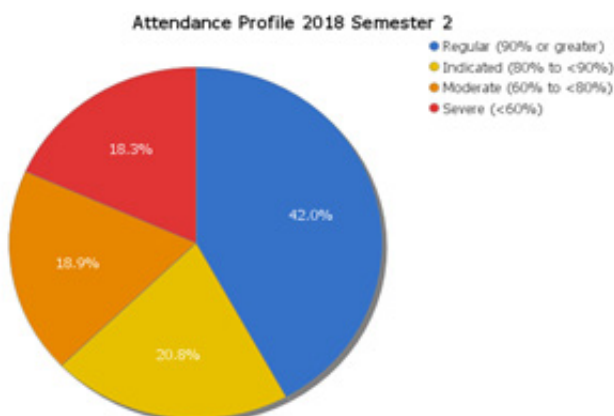
Semester 1 2018



Semester 2 2017



Semester 2 2018



Survey of Students, Parents and Staff 2018

Three major school survey measures were employed in 2018.

1. Tell Them From Me (TTFM) Survey (The Learning Bar)

This survey was conducted in the middle part of Term 1 2018 and was administered externally through our participation in the Fogarty Foundation EDvance School Improvement Program. This survey will be administered in all three years of our participation in the program.

Strengths identified in the TTFM survey:

Students identified that they value schooling outcomes, exhibit positive behaviours, are intellectually engaged, have high aspirations, value targeted teaching, like coming to school and that the majority motivated by a positive sense of belonging in our school.

Parents identified that they are comfortable supporting their child's education at home, value the deadlines set by teachers on student work, feel that their child is aware of the rules of the school and feel safe coming to and from school.

Staff identified that they work with school leaders to create a positive environment, discuss student learning with other colleagues, set high expectations of their students, provide students with quality feedback on their learning, link new skills to mastered concepts, incorporate technology, establish expected student behaviour, work collaboratively with parents, set goals with students, provide targeted teaching, value professional development and embed literacy regularly.

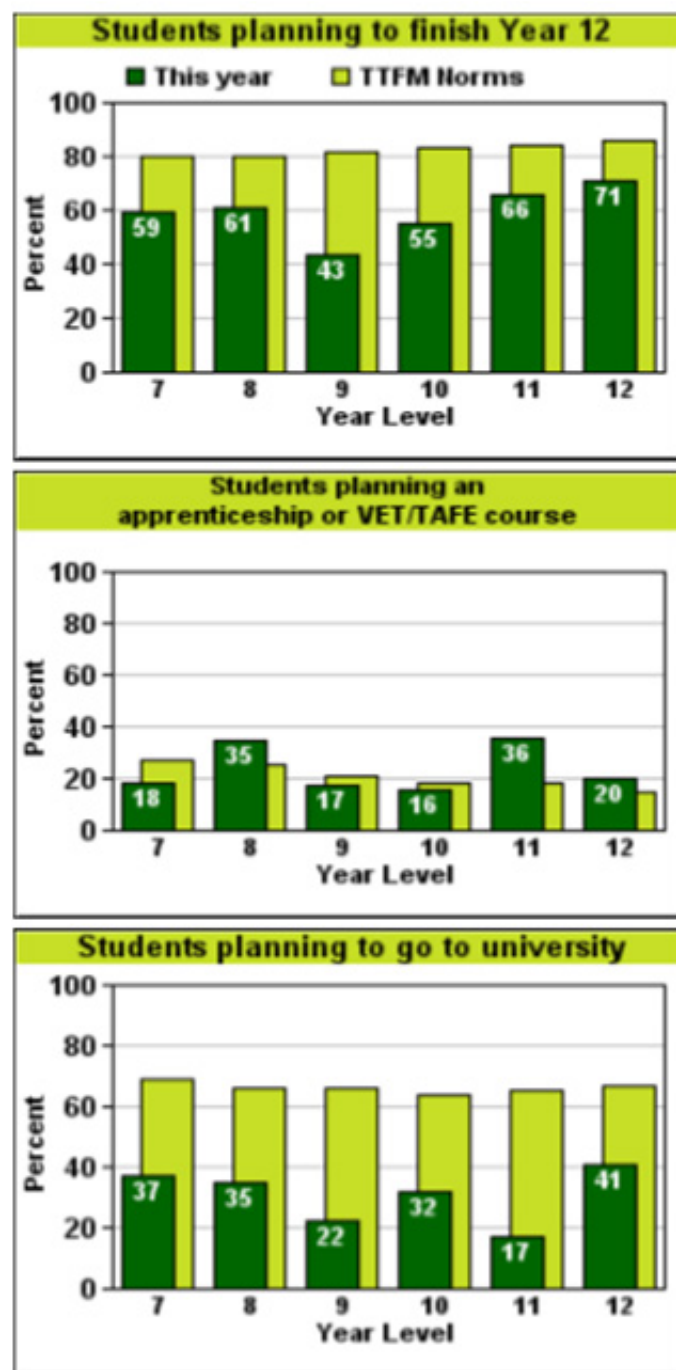
Areas for Improvement highlighted in the TTFM survey:

Students listed their homework behaviours, lack of effort, poor mental health, low self esteem, their safety and apathy toward completing Year 12 studies and gaining University entrance as the key issues for improvement by the school.

Parents felt that school events don't fit with their busy schedules, they feel uninformed about their child's progress, don't feel that teachers communicate with them regularly, their children are not supplied with enough homework, the individual needs of their students are not met and that there is a high level of verbal and social bullying among the student cohort.

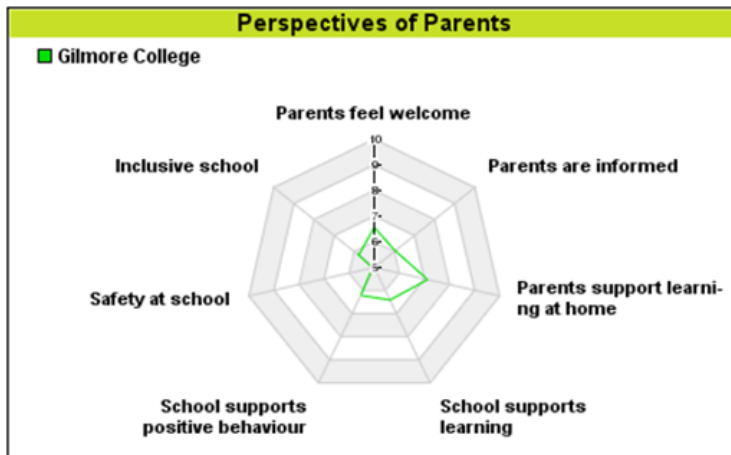
Teachers identified that they would like school leaders to watch them teach more regularly, have not received feedback from peers on their teaching, need to see more engagement from students in their classes, feel that students do not track their own progress using the technology provided, could improve on the quality of feedback provided to parents and could undertake more research on effective teaching practice.

Perspective of Students TTFM:

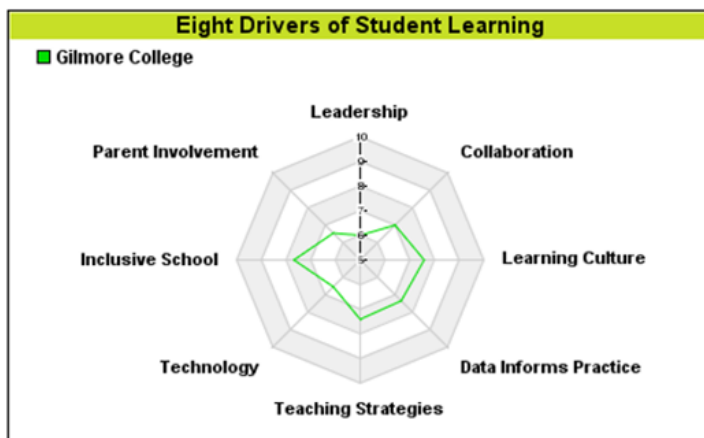


Students identified that they like coming to school and that the majority motivated by a positive sense of belonging in our school.

Perspective of Teachers TTFM:



Perspective of Teachers TTFM:



2. Organisational Health Index (McKinsey and Co)

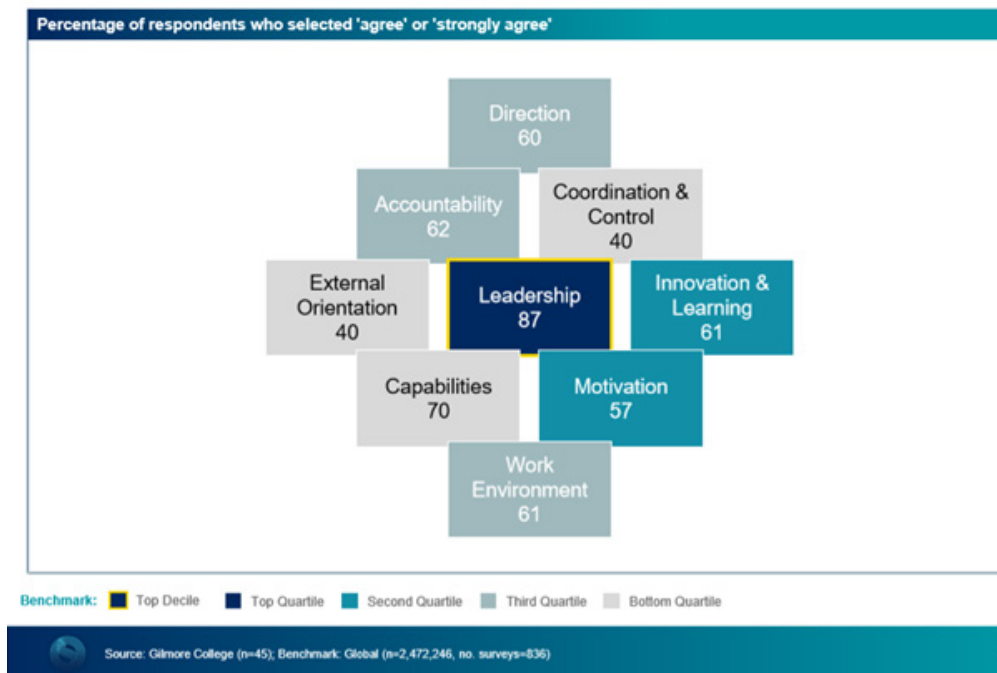
This survey was conducted only with the staff of Gilmore College in the middle part of term 1 2018 and was administered externally through our participation in the Fogarty Foundation EDvance School Improvement Program. This survey will be administered in all three years of our participation in the program to track progress. The survey measures in depth the cultures, practices and behaviours exhibited by all school staff including leadership and support staff to measure the health of thousands of organisations, schools, businesses and corporations world-wide in a number of categories.

Staff exhibit a willingness to work hard and improve school practices. There also appears a “faith” in the direction of management and middle management although a lack of clarity in that direction.

Consequence management, shared vision, performance review, operationally disciplined, outsourced expertise and authoritative leadership were all identified as areas for improvement by school staff.

Gilmore College’s practices that were identified as below 50% were: coordination and control, capabilities, external orientation, direction, accountability and work environment. Our top half scoring practices were: leadership, motivation and Innovation and Learning.

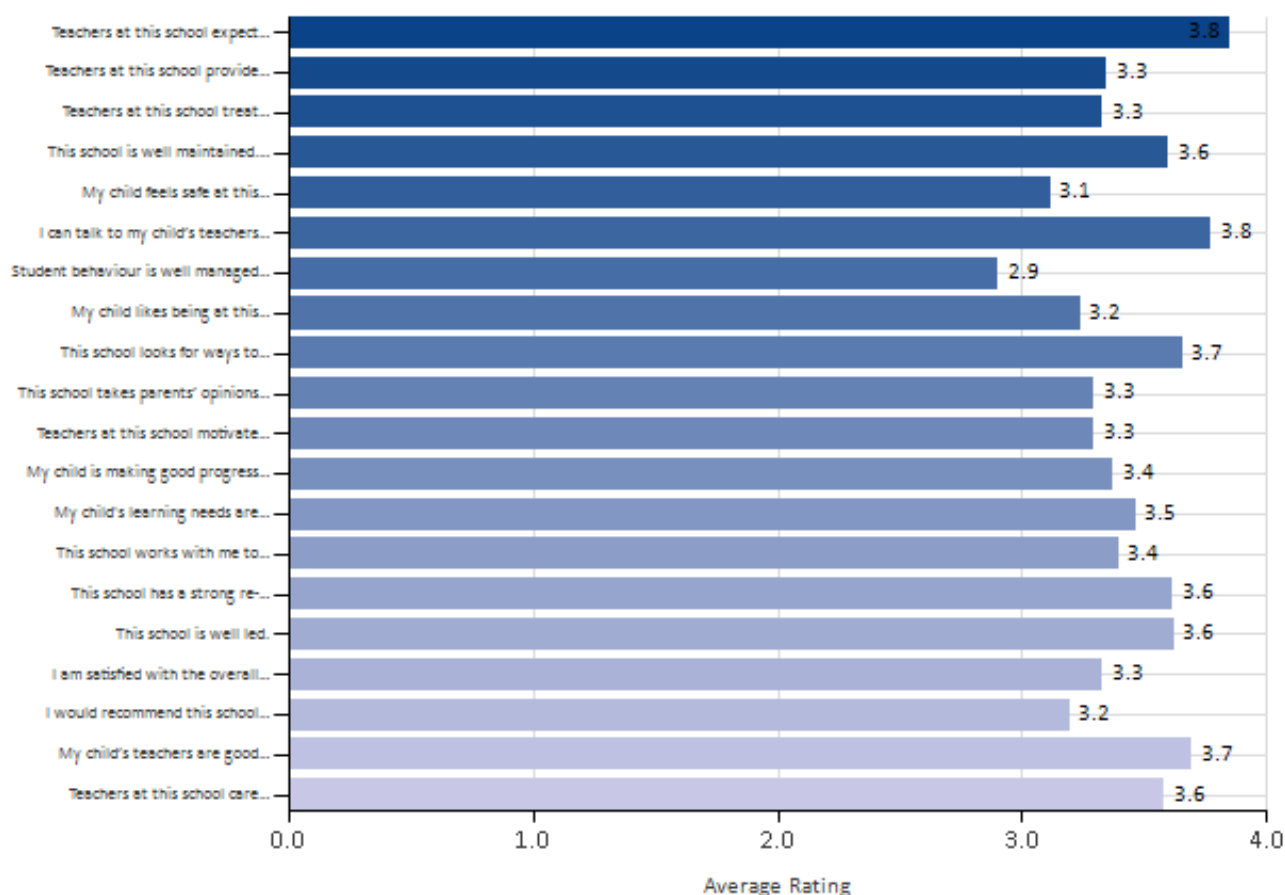
Gilmore College outcome profile



3. National School Parent, Staff and Student Satisfaction Survey

This survey is conducted every second year by Gilmore College and was open during August 2018 (Term 3).

Parents/Carers



There were 52 parent respondents to the survey.

The school's strengths were identified by top rankings given to the statements:

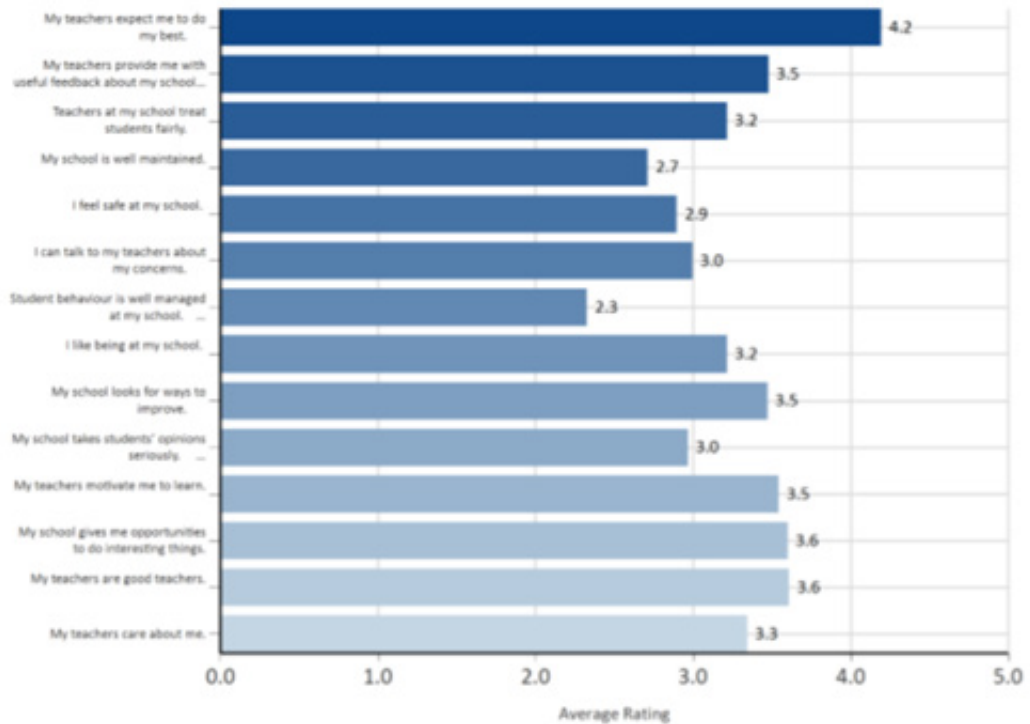
- Teachers at this school expect my child to do their best
- I can talk to my child's teachers about my concerns
- This school looks for ways to improve
- My child's teachers are good teachers

Our lowest rankings were given to the following statements:

- Student behaviour is well managed at this school
- My child feels safe at this school
- My child likes being at this school
- I would recommend this school to others

Students

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



There were 218 student respondents to the survey.

The highest rankings were given to the statements:

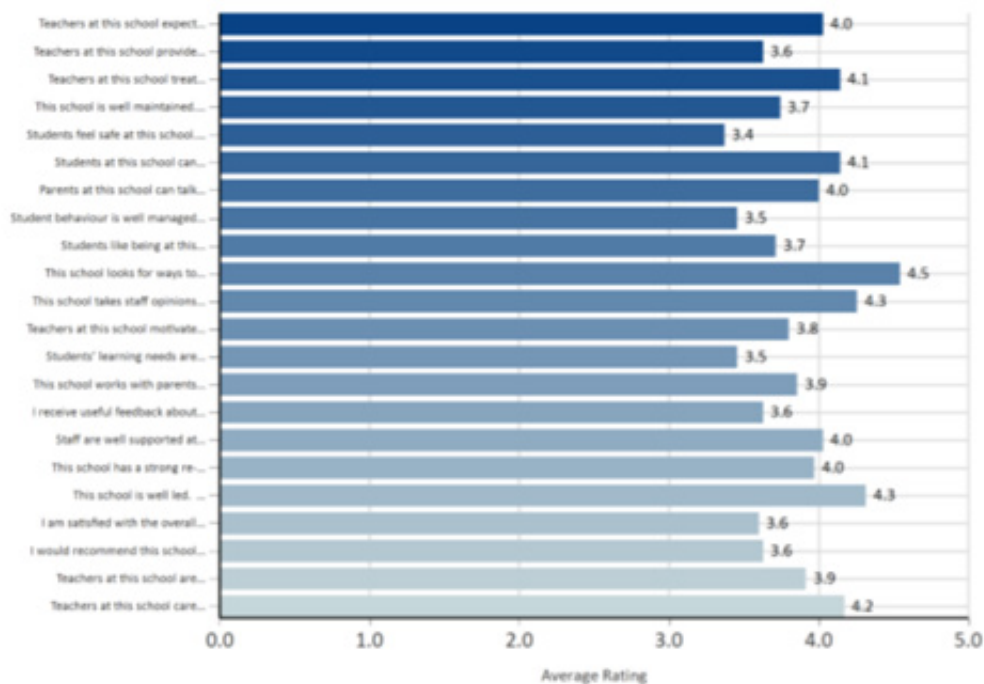
- My teachers expect me to do my best
- My school gives me opportunities to do interesting things
- My teachers are good teachers
- My teachers motivate me to learn

Our lowest rankings were given to the statements:

- Student behaviour is well managed at this school
- My school is well maintained
- I feel safe at my school
- My school takes students' opinions seriously.

8 . Please rate the items below.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



There were 35 staff respondents to the survey.

Staff gave top rankings to the statements:

- This school looks for ways to improve
- This school takes staff opinions seriously
- This school is well led
- Teachers at this school care about their students

Our areas for improvement were identified in the statements:

- Students feel safe at this school
- Student behaviour is well managed at this school
- Students' learning needs are being met at this school
- I am satisfied with the overall standard of education achieved at this school

Learning Area Reports

The Arts



The Learning Area worked collaboratively throughout the year continuing to build on and sustain a strong Learning Area. Teachers fully established and implemented the new Western

Australian Curriculum, creating engaging programs that give students more depth and breadth in to the Arts. Certificate II in Visual Arts was successfully delivered in its first year. Students enjoyed the content, the projects and the hands-on activities. Students have shown a keen interest in this course with over twenty year 11 students selecting the course for 2019.

The SIM music program continues to grow, the program was marketed to all the local primary schools, with numbers climbing more instruments and lessons have been offered. Students are continuing to choose music as their Performing Arts option, resulting in stable class numbers and the addition of Year 11 General Music course for 2019. SIM music students also performed items at the local Medina Festival and took part in collaborative workshops with Perth Symphony creating an ensemble.

2018 was a big year for the Performing Arts disciplines, as they worked relentlessly to direct and produce, Hairspray Junior, a whole school musical. Over 40 students from years 7 to 12 were involved, students and staff spent months creating choreography, vocal coaching, making sets and rehearsing the script to produce an amazing show. The musical was performed to sell out audiences at the local theatre, Koorliny Arts Centre.

Students also had the opportunity to participate in a number of learning experiences external to the classroom. These include the Art students displaying works in the KIC Youth Art Awards at the Gary Holland Centre. They were also taken to the Western Australian Art Gallery for inspiration by viewing the Year 12 Perspectives Exhibition. The media students spent two days live streaming the Australian Men's Roller Derby National Championships, students worked alongside industry professionals gaining valuable knowledge and experience. Dance and Drama students were wowed by the theatre production Aladdin. They also participated in a number of workshops hosted by the Perth Arts Festival. Arts Fest rounded the year with a large display of art was exhibited and students performed to their family and friends.

English



The Learning Area retained its staff for another year with one new graduate joining the team. This provided more stability and continuity to the team and our students.

Overall the Learning Area made some small and some really incredible gains in 2018. Not only did the Year 7s and 9s help close the gap with our Like Schools in NAPLAN, we had higher success rates for OLN completion in Year 11. The most outstanding development for the Learning Area was the performance of our students in the WACE exams. Our median ATAR was 60.9% to much improved from our 53% the previous year. 90% of our students had English as their best or second highest score. The highest score attained was 92% by Tara Jane Thomas.

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 more competitions.

The Learning Area celebrated World Teachers Day through a poster activity where students transformed their teachers into Superheroes.

Health and Physical Education



The Learning Area consolidated previous work implementing the Australian Curriculum, enriching existing programs with more detailed resourcing for both the teacher and students.

The Learning Area continued to provide multiple opportunities for students to engage in extracurricular events and exciting curricular activities. 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: netball, rugby, athletics, basketball, volleyball and soccer. Through Outdoor Education, the College was able to provide outstanding educational experiences at Dwellingup, Mundaring, and the Canning River. 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. Successful athletes had the opportunity to represent the College in the Interschool Athletics.

Humanities and Social Science



The Learning Area continued to develop a rich and engaging curriculum for all students in 2018.

The Learning Area has developed a range of opportunities for students to learn

about Sustainability. The Sustainable Garden has been established through a range of community and school initiatives and provided new ways in which students can engage in the curriculum. Students have taken part in a range of sustainable initiatives including Wastewise and Waterwise incursions and Clean-up Australia Day.

The 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 7.

A number of excursions and incursions were organised for students. Year 7 students visited the Groundwater Replenishment Centre to enrich their learning of Water in the World in Geography and Year 9s visited HMAS Stirling as we continue to develop a strong relationship with the Navy. All students across Years 7 - 10 attended Commonwealth StartSmart Presentations as part of their Economics and Business units. General Students in Year 11 & 12 visited the Careers Expo and Optus Stadium in Business Management and Enterprise. ATAR students attended a range of seminars aimed to provide guidance and support for ATAR courses and exams at the University of Western Australia and Notre Dame University. Students visited the Holocaust Institute in History and 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 2018 included: the ANZAC Service Assembly, the work of the Sustainability Committee throughout the College, staff involvement in the Student Council resulting in students attending the GRIP Leadership Conference, Bunnings Sausage Sizzle Fundraiser and the completion of the May O'Brien (HASS Block) Murals. Staff attended a range of professional development and the Learning Area were successfully involved in the SCSA Year 6/7 Moderation Pilot. ATAR Results in History and Geography continue to improve with 71% of students using Geography or History as their best or second best ATAR mark.

Mathematics



During the course of 2018 the Mathematics Learning Area focused on ensuring that we were grading towards the correct standard. We analysed the consistent judgement

documents extensively to create assessments that gave students an opportunity to achieve their desired grade. We welcomed one new staff member during 2018, Mr Brandon Lee, who has shown extraordinary IT skills to go along with his incredible mathematics abilities. We had 10 teachers in the Learning Area during 2018

We offered three mathematics courses in senior school:

Mathematics: Essential

Mathematics: Application

Mathematics: Methods

Our ATAR pathway students did not perform to expectations in the WACE exam, with a course differential of 14 and 17 respectively for the two subjects. However, we improved dramatically within our General pathway course achieving excellent results and had a record number of students achieving 80% and better in the EST.

Science



The Learning Area continues to offer students relevant and engaging classes across the disciplines of Earth and Space Science, Biology, Physics and Chemistry. Not surprisingly,

students and staff find the out-of-class, or not-the-norm learning experiences especially rewarding.

Some of the highlights for 2018 were building and testing catapults, rat dissections, excursions to Bells' Rapids, Kaarakin, Herdsman Lake, Peel Zoo, Peppermint Grove and Cottesloe foreshores, The Harry Perkins Institute and John Forest National Park as well as incursions from Scitech. The end of year Science Fair highlights students' individual passions and was visited by local primary schools and members of our local community.

Staff continue to implement different strategies to engage our students in class, the most notable this year being the increased use of explicit instruction, 'interactive notebooks' and the broad use of Stileapp, an interactive, computer based programme enabling students to self-pace through the various curriculum topics on offer.

After school homework classes, an alternative engagement based program and the continued use of Connect has enabled the Learning Area to offer ongoing support to as many students and their caregivers as possible.

We have had some very rewarding results from our Year 12 students this year and are encouraged to work hard to improve the overall grade averages of our year 7-10 cohorts in 2019.

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. Staff involved in the delivery of Certificates have maintained their currency and gained the required qualifications.

Bottle rockets were introduced to the Design and Technology context as a STEAM initiative. Students were well motivated as they designed their rockets. Solar Cars and Clock building was introduced to Electronics with the Laser Cutter and 3D printer playing an important role in the production of these items.

After School Robotics Club continues to grow and be successful. Two awards were gained in the First Lego League, with a 3rd place gained in the programming section of the competition. Continued success in the KIC was demonstrated by a Bronze Medal in the Nationals World Skills Competition.

Students in designated Pathways had a 95% or better in their completion rates of Certificate courses.

Catering Functions were a great success in 2018 with the Graduation, Recognition Day and Greg Guppy's retirement being stand out events. Other programs such as The Prem Baby Program "SPARKS" and Harmony Day with a Filipino theme were very successful.

Vocational Education and Training



The Vocational Education Training Learning Area continues to work collaboratively with RTO's, community members and Industry partners to provide a link for students

from school to employment/further education. All VET teachers have worked throughout the year to maintain their Industry qualifications and currency. The school offers an excellent range of specialized and standalone Certificates, including a variety of School Based Traineeships.

Students from our specialized VET courses became regular guest speakers with the Re-Connect class and at Year Assemblies to highlight the possibilities/pathways that are available when you attend school/classes on a regular basis.

100% completion rates in Process Plant Operations, Hospitality and Nursing.

Our specialized VET programs continue to produce excellent results while the stand alone Certificates have had mixed results mainly due to low attendance. We believe when students have a sense of belonging to the school, attendance is good.

Three young Indigenous men and one young Indigenous woman successfully completed Aboriginal School Based Traineeships with placements at CSBP and the City of Kwinana Parks and Gardens.

Josh Semper competed at the National World Skills in Sydney and won the Bronze medal for WA in Metals and Engineering.

Quadrant Energy awarded 4 x \$2500 scholarships to our Process Plant Operations students for educational purposes.

Chevron continue to offer Indigenous scholarships to the value of \$3500 with mentoring for careers in the Oil and Gas Industry as a key initiative.

Our first group of Process Plant Operations students have graduated from our Peron Trade Training Centre with two students going directly into the Industry as Process Operation Technicians at Kleenheat and Woodside. We have set up a data base to track student destinations in line with our TTC reporting. Most students have gone on to further education with three being accepted into the Diploma and Advanced Diploma in PPO with a direct link to Curtin University, Chemical Engineering.

ERGT in partnership with Quadrant Energy fully funded a day of safety training for the Year 11 and 12 PPO students. Certificates will be used as an important part of resumes for job opportunities.

The annual excursion to Kleenheat Kwinana plant also reinforces the importance of behaving safely in the Industry.

Our partnership with SM TAFE – ACCEPT continues to grow as we enter our third year in the PTC. Having experienced lecturers deliver the Certificate II PMA ensures training is at an Industry standard.

A Recognition Day has become an annual event where our key sponsors and partners are invited to witness our new group of students being welcomed into the program and our year 12's graduating. Catering for the event is done by our incoming Year 11 Hospitality students.

Our KIC Metals and Engineering students have had a 98% placement rate into apprenticeships with one student going into the On Track program at Murdoch University to become a D&T teacher. Companies include: ALCOA, Hitachi, Taylors Engineering, Watmarine, Austals, Barmenco, DRA and CSI.

Staffing Information

In 2018 Gilmore College had 60.2 teaching staff, 17 administrative staff and 22.8 support staff, using an FTE of 100.0. (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 2018

Head Boy Brayden Kelly

Head Girl Olivia Morton

LyriK Award Winners

Young Person of the Year Michellie Jones

Inspiration (10-14) Travis Corkill

Inspiration (15-18) Brayden Kelly

Leadership (10-14) Shakaylee Wallam

Leadership (15-18) Desmond Franks

Respect (10-14) Che Reid

Respect (15-18) Jaxson Maksimovic

Teamwork (15-18) KIC iWomen Project

Jermaine Pickett Progress Award

LyriK Educational Scholarship

Leah Walsh Tara-Jane Thomas

Cooper Tilbury Jimmy Stidworthy

Clontarf Awards Junior Awards (Year 7 – 9)

Year 7 Clontarf Spirit Tama Oakley

Year 8 Clontarf Spirit Ryley Windon

Year 9 Clontarf Spirit Harry Ashwin

Junior Coaches Norman Yarran

Junior Sportsmans Jacob Pasli

Leadership Tyler Piazzola

Junior Education Ryley Windon

Attendance Awards

Year 7 Jevon Hilzinger-Smith

Year 8 Ryley Windon

Year 9 Harry Ashwin

Year 10 Jye Hilzinger-Smith

Year 11 Joshua Murray

Year 12 Jaygo Lawrence

Clontarf Senior Awards (Year 10 – 12)

Senior Leadership Brett Pitt

Year 10 Clontarf Spirit Shaun Pereyra

Year 11 Clontarf Spirit Zac Ashwin

Year 12 Clontarf Spirit Jaygo Lawrence

Employment Shaquille Walker

Senior Coaches Brett Pitt

Senior Sportsman Tyson Headland

Senior Education Jaygo Lawrence

Overall Champion 2018 Jaygo Lawrence

2018 Valedictory Subject Award Winners

Biology (ATAR)	Tara-Jane Thomas
Business Management	Kim Aquino
Career and Enterprise	Crystal Tinsley
Certificate II Building & Construction	Jaygo Lawrence
Certificate II Building & Construction	Rayden Leef
Certificate II Business	Presley Rondin
Certificate II Creative Industries Media	Bianca Gelmi
Certificate II Hospitality	Akira Buswell
Certificate II Information, Digital Media and Technology	Vince Gingoyon
Certificate II Sport Coaching	Brett Pitt
Chemistry (ATAR)	Vishwajeet Modi
Chemistry (General)	Joseph Malekin
Children, Family and Community	Katie Ansell
Clontarf	Jaygo Lawrence
Dance	Celine Arias-Real
Drama	Karlyn Jobe
Earth and Environmental Science	Jed Noel Balingcongan
English (ATAR)	Tara-Jane Thomas
English (General)	Ryan Williams
Food Science and Technology	Akira Buswell
Geography (ATAR)	Leah Walsh
Geography (General)	Katie Ansell
Health Studies	Katie Ansell
Integrated Science	Kyeesha Lucas
Material Design and Technology Wood	Tyrese Teuru-Bates
Modern History (ATAR)	Michellie Jones
Outdoor Education	Celine Arias-Real
Physical Education Studies	Bryan Cantos
Physics (ATAR)	Vishwajeet Modi
Mathematics: Methods	Vishwajeet Modi
Mathematics: Application	Tara-Jane Thomas
Mathematics: Essentials	Hayden King
Visual Arts	Rendy De Villa
Workplace Learning	Shannon Coomer

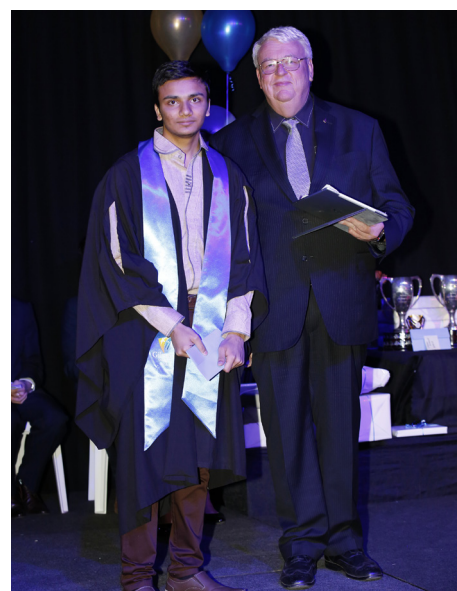


Special Awards

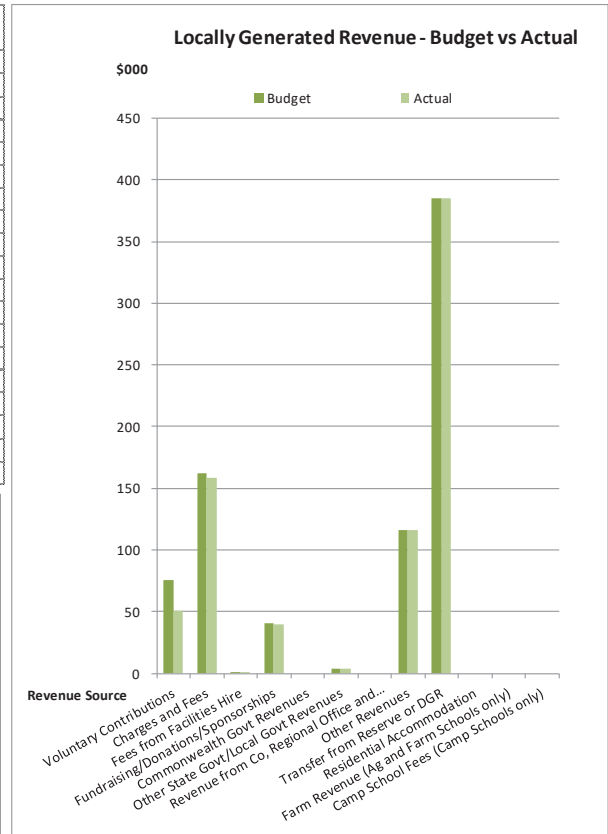
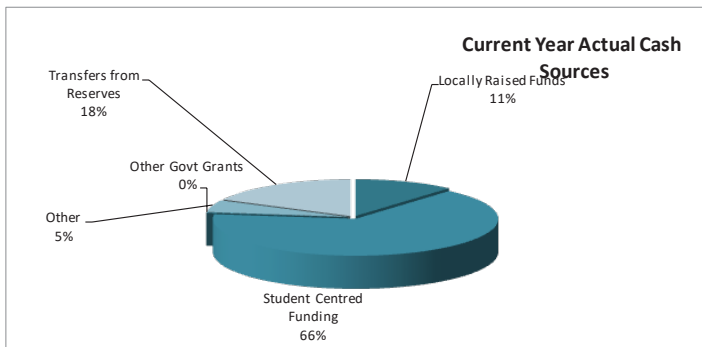
ADF Long Tan	Cooper Tilbury
CALTEX All Rounder Award	Tara-Jane Thomas
Greg Guppy Process Engineering Award for Excellence	Brayden Kelly
KIC Education Partnership Award	Neil Sayloon
Koorliny Arts Award	Breanna Ewen
Most Consistent Effort - KIC Traineeship	Tom Stidworthy
Most Industrious Effort	Alishba Tausif
Most Improved Student	Kara Ratcliff
Premier Student - ATAR	Vishwajeet Modi
Premier Student - General	Karlyn Jobe
Premier Student - Vocation Education and Training	Joseph Malekin
RSL Citizenship Award	Michellie Jones
Strathalmond Trophy - Female	Summah-Rae Payne
Strathalmond Trophy - Male	Tyson Headland
Youth Leadership Award	Brayden Kelly

Scholarships

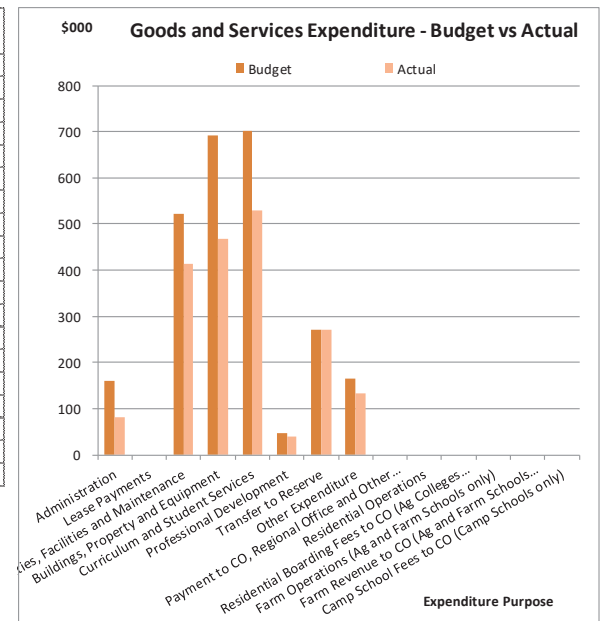
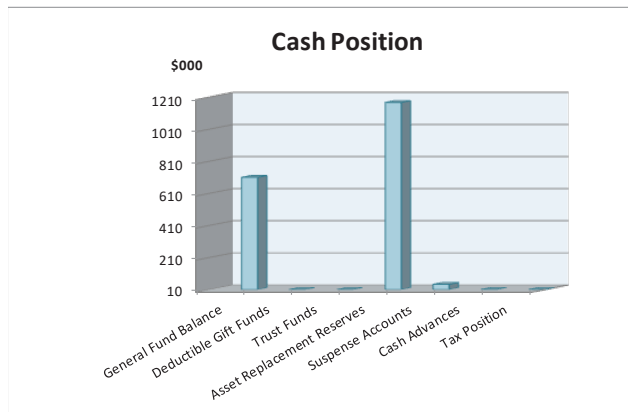
KSHS Gilmore College Alumni ATAR Scholarship	Vishwajeet Modi
KSHS Gilmore College Alumni VET Scholarship	Joseph Malekin



	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 75,611.00	\$ 50,978.10
2	Charges and Fees	\$ 162,520.50	\$ 158,418.22
3	Fees from Facilities Hire	\$ 674.09	\$ 674.09
4	Fundraising/Donations/Sponsorships	\$ 40,887.88	\$ 39,562.88
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,545.45	\$ 3,545.45
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 115,843.66	\$ 115,753.35
9	Transfer from Reserve or DGR	\$ 384,771.07	\$ 384,771.07
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 783,853.65	\$ 753,703.16
	Opening Balance	\$ 452,887.30	\$ 452,887.30
	Student Centred Funding	\$ 1,438,816.96	\$ 1,438,816.96
	Total Cash Funds Available	\$ 2,675,557.91	\$ 2,645,407.42
	Total Salary Allocation	\$ 11,303,688.00	\$ 11,303,688.00
	Total Funds Available	\$ 13,979,245.91	\$ 13,949,095.42



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 160,027.18	\$ 81,525.40
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 522,273.73	\$ 414,728.70
4	Buildings, Property and Equipment	\$ 691,524.69	\$ 466,566.75
5	Curriculum and Student Services	\$ 701,522.56	\$ 529,993.30
6	Professional Development	\$ 47,994.18	\$ 39,664.26
7	Transfer to Reserve	\$ 271,600.00	\$ 271,600.00
8	Other Expenditure	\$ 164,791.59	\$ 131,952.91
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 2,559,733.93	\$ 1,936,031.32
	Total Forecast Salary Expenditure	\$ 10,736,400.00	\$ 10,736,400.00
	Total Expenditure	\$ 13,296,133.93	\$ 12,672,431.32
	Cash Budget Variance	\$ 115,823.98	



Cash Position as at:	
Bank Balance	\$ 1,924,527.23
Made up of:	
1 General Fund Balance	\$ 709,376.10
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,176,195.26
5 Suspense Accounts	\$ 42,377.87
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 3,222.00
Total Bank Balance	\$ 1,924,527.23