



2019/2020

ANNUAL REPORT



We transform positive relationships into meeting the unique learning potential of every student.



Principal's Welcome

David Redpath, Chair of the Gilmore College Board and I welcome you to an unprecedented Annual Report for Gilmore College encompassing the 2019 and 2020 school years. In David's words, the school undertook its first Independent Public School Review since 2015 in February 2020 and we looked set for another great year of improvement and growth. A global pandemic not seen in our lifetimes was to have the final say on which events and activities could and couldn't proceed in 2020 and that included the deferral of this report. We have chosen, as a school, and in consultation with the board, to report on both years of data in an effort not to lose the narrative around the school's improvement journey as it enters a new decade, a period of population growth in the City of Kwinana, an increase in community confidence in the school and the continuation of the establishment of a culture of high expectations for student achievement, student and staff aspirations and in the provision of high quality care for all of our students.

The Annual Report is based on four guiding principles:

- Reporting our progress against our Business Plan priorities based on analysis of data produced through our cycle of self-assessment. (Key areas include the Business Plan Target evaluation and Professional Learning Activities report. This also includes our report card as an "Effective" school in February 2020 with the series of recommendations for the next three year cycle).
- 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 pages of this report for both years).
- Parent, Student and Staff Satisfaction which was measured in surveys conducted during 2019 and 2020.

2019 saw Gilmore College achieve its highest ever median ATAR rating and this cemented our school as an academic force having doubled this measure from 2016-2019. Additionally our Year 12 ATAR English students were named as one of the top 12 cohorts in Western Australia and recognised in the annual School Curriculum and Standards Authority list of awards – a credit to the work of our 2019 English class and their English teachers throughout their six year journey at Gilmore College. Our Year 12 VET students continued to shine with Jack Button and Maliksi Morales recognised as Gold and Silver Medallists in the World Skills Engineering Category. Our Year 9 and 7 students produced the best NAPLAN results of a cohort at Gilmore College undertaking the tests for the first time online and showing us that the academic future is getting brighter by the year.

By contrast 2020 produced a series of unfortunate events and changes the world over. At the school it was seen in a lower median ATAR, the cancellation of the NAPLAN assessments across Australia and the end of our decades old School based Traineeship in Metals and Engineering. Rather than bringing our improvement to a halt however, this set of circumstances still yielded opportunities for our students. Despite their lower ATAR results our students were still in receipt of places in our public and private universities through early offers, our Year 9 students were given the opportunity to sit the OLNAs a year ahead of schedule and a record 61 students will enter Year 10 in the knowledge that they do not have to sit any further OLNAs tests in order to receive a WACE, and our Year 10 students gained the chance to make history by enrolling in our new Gilmore Electrical and Metals program

(GEM) where they will complete not one, but two Certificates through South Metropolitan TAFE by the time they complete Year 12.

2019 and 2020 were to be our final two years as part of the Fogarty Foundation's Edvance School Improvement Program but a halt to activities in 2020 saw us granted the chance to add 2021 as a further final year to consolidate the enormous gains we have made in so many areas in our school against our three priorities:

- Curriculum and Teaching
- Literacy and Numeracy
- Learning Environment

To align with this we have opted to extend our 2018-2020 Business Plan for a further year and 2021 will see us create our next planning chapter – 2022-2024.

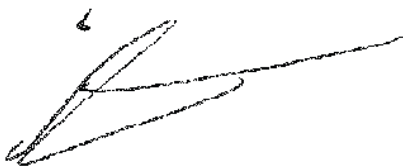
Finally, this will be my final report to our wonderful school community for the time being as I commence an opportunity to serve our wider education system as a Collegiate Principal. With several new staff joining us in key roles of teaching, leadership and student support in 2021 and the opportunity to refresh our school with a new Principal I see nothing but further growth, opportunity and improvement on the horizon for the families and young people of Kwinana in their local school. As a final moment of self-indulgence it would be amiss of me not to say thank you to all those carers, families, staff, students, community members and industry leaders who have taken the time and opportunity to work with me productively this past six years. I look forward, for the next few years, to watching the school continue to benefit from a strong Board, a dedicated Alumni

association, a highly motivated team of staff, outstanding opportunities for Aboriginal students, a PBS team that has made us S.O.A.R. since 2016, literacy/numeracy and whole school instruction teams and the focus on sustainability and a core group of staff working in the area of student support who simply never give up on our students. All of our people live diligently by our moral purpose:

"We transform positive relationships into meeting the unique learning needs of every student."

Thank you to all students, families, staff and the Board for their support and co-operation in helping us through a very different 2020.

I finish by commending two years worth of our student, staff and community/governance data to you and urge you to continue to expect big things, improvement and innovation from a local school that you can rightfully take pride in.



ROHAN SMITH

Gilmore College, Principal

Board Members

2019 College Board

Carol Adams
Joel Agnete
Lesley Brown
Innocent Chikwama
Caitlin Dancer
Jodi Gosztyla
Mandy Grubb
Tanya Halliday
Chris Oughton
David Redpath
Paul Smith
Rohan Smith
Cheryl Tate
Laurie Walker

2020 College Board

Carol Adams
Joel Agnete
Innocent Chikwama
Mandy Grubb
Tanya Halliday
Tweety Hinchcliffe-Chen
Chris Oughton
David Redpath
Carole Reed
Karen Sawyer
Rohan Smith
Cheryl Tate
Laurie Walker
Andrea Webb



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 64 years and our Alumni Association "Old Flames" recognises the enormous value that mentorship, coaching and scholarship support from former students can give to the students of today.

School Priorities

The College priorities from 2018-2021 are:

- Teaching and Learning
- Literacy and Numeracy
- Learning Environment

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.

Priorities of our Organisation

Underpinning the Gilmore College Business Plan and reporting is the strategic vision and priorities of our organisation – the Department of Education of Western Australia.

Our goals and work builds upon the DOEWA's focus on:

- Success for all Students
- High Quality Teaching
- Effective Leadership
- Strong Governance and Support

Which was updated in 2020 to reflect the six pillars of our Department's strategic reform aligned to the Strategic Directions document "Every student, every classroom, every day":

- Provide every student with a pathway to a successful future.
- Strengthen support for teaching and learning excellence in every classroom.

- Build the capability of our principals, our teachers and our allied professionals.
- Support increased school autonomy within a connected and unified public school system.
- Partner with families, communities and agencies to support the educational engagement of every student.
- Use evidence to drive decision-making at all levels of the system.

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, a Learning Support Manager and six Year Coordinators all work with students at risk and provide pastoral care.

External Partnerships – Extended Services

The College works in partnership with many external agencies including: The Smith Family, 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), Koya, Kwinana Federation Network of Schools, Koorlinny Arts Centre, Moorditj Koort and YouthCare. The College has also developed positive working relationships with the Rotary Club of Kwinana, City of Kwinana Youth Services and Kwinana Police.



Management Reviews

Management Review 2019

At the commencement of each school year the management team of Gilmore College pause to review the previous year. At the start of 2020 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 the upcoming school review in the domains:

1. Relationships and Partnerships
2. Learning Environment
3. Leadership
4. Use of Resources
5. Teaching Quality
6. Student Achievement and Progress

All staff in leadership positions throughout the school were asked to contribute to an online repository of data, analysis of performance and the formation of lines of enquiry for the review. Tasks were divided among the team and the data and analysis that was prepared was used to inform the reviewers against the three key questions:

- How are you going?
- How do you know?
- What are you going to do about it?

The report of the Independent Public School Review Team is included in the next section of this report.

Teacher Leaders within the Management Team (Heads of Learning Area) completed professional learning through the Fogarty Foundation with similar staff from four other schools early in 2019 and this has led to a strengthened disciplined dialogue around our data at Management Team meetings. Work is underway to extend this professional learning opportunity to our non-teaching Level 3 managers including the Industry and Enterprise Coordinator and the Student Services Managers.

Management Review 2020

In an acknowledgement of the advanced skill at interpreting our data built over the previous three years and the fact that three members of our Management Team

are either new to the school or their roles in 2021, the review of our 2020 data has taken a different format.

Prior to the school year commencing all members of the management Team were provided with the following crucial pieces of data as they pertain to our Business Plan Targets for 2021:

- The Business Plan Targets for the final year of our plan (2021)
- Gilmore College ATAR results for both 2019 and 2020
- Year 12 Achievement Report (VET, Participation, ATAR, WACE, OLNA) for both 2019 and 2020.
- Year 7 and 9 NAPLAN Summary data for all five test types in 2019 (the last year of data given the cancellation in 2020).
- Data for student attendance and Aboriginal student attendance for both 2019 and 2020.

Each member of the team was given the open-ended task of developing a line of enquiry within this comprehensive data set to inform improved practice leading to improved student achievement. Examples of these innovative lines of enquiry include: the eventual 2020 Year 12 pathways of Year 9 OLNA qualified students from 2017, the problem of practice around completion of VET Certificates and the pros and cons of inclusion in ATAR versus exclusion in ATAR and our proportion of participating students.

This work is expected to take the entirety of term 1 2021 to complete and will be used to inform the whole school “Data Walk” activity in Early April. The “Data Walk” was first held in 2019 and, like many activities, cancelled in 2020. The Walk is an exhibition style presentation by each

learning area held in a full staff meeting once per semester. Teachers, Education Assistants and HOLA's are invited to browse the data sets of other learning areas and make comment on lines of enquiry across faculties. This activity, which was an initiative of the Associate Principal members of the Executive Team provided two incredibly important links – it linked staff thinking between the management level and the classroom and linked staff across the full array of curriculum and student support roles in our school – it made everyone aware of “The Big Picture” that is Gilmore College through data and a disciplined data dialogue.

The event is so successful in meeting its aims that the de-identified student data is now left exhibited in the student areas of the school after the Data Walk activity and students are free to, and frequently do, read and comment upon our data. The Management Team of Gilmore College is committed to embedding this activity in our annual Cycle of Self Review going forward.





Independent Review

Review and Recommendations

In February 2020 The Department of Education conducted an Independent Public School Review into Gilmore College. It was the first review undertaken of the school since June 2015 and the first to be conducted under the new six domain format. A brief summary of the components of the review is as follows:

- September 2019-February 2020: the school conducts a data gathering and analysis review aligned to the six domains: Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality and Student Achievement and Progress.
- February 2020: this review is forwarded electronically to the School Review Team. The school review team analyses the school's review and compiles lines of enquiry and a list of further questions to validate the school's assessment of its own performance.
- February 26 2020: The Review Team comprising Director of Review Brett

Hunt and Principal Lesmurdie SHS Kerry Chipchase visit the school to interview members of senior leadership staff, teachers, support staff, students, parents, board members and community representatives to investigate their lines of enquiry.

- March 2020: The School review team rates the school as either "Effective" or "Needs Improvement" in its approach to school growth and progress and makes a series of recommendations based on the school's data submission and the validation that has occurred during the school visit. A formal report is prepared and uploaded to the school website and the Gilmore College "Schools Online" page.

The outcome of our review by reviewers Hunt and Chipchase is that Gilmore College is deemed as being Effective in its processes for improvement and meeting the needs of its community. The reviewers made the following recommendations for the school to continue to improve:

- **Overall:** Continue to embed and

monitor the impact of whole-school approaches to ensure the sustainability of established improvement strategies.

- **Relationships and Partnerships:** Continue to build on the productive higher education partnerships to enhance the quality of academic pathways for students. Enhance relationships with Department of Education and external service providers to enrich student support opportunities.
- **Learning Environment:** Embed consistently, the protocols for monitoring student attendance. Continue to embed low variance when responding to student misbehaviour by ensuring common language and practice amongst staff.
- **Leadership:** Prioritise the capacity building of, and succession planning for, staff, through a formalised aspirant program. Maintain an associate partnership with the Fogarty Foundation to benefit from collegial support mechanisms. Continue to engage deeply with the Aboriginal Cultural Standards Framework towards cultural responsiveness.
- **Use of Resources:** Maintain a budget focus on meeting the needs of the student profile of the college. Continue to collaborate with the College Board and community members regarding these specific needs. Continue to embed processes for asset management and replacement.
- **Teaching Quality:** Continue to embed the Whole School Instructional Model in teaching and learning. Embed

processes for the rigorous monitoring of moderation practices across all learning areas and year levels.

- **Student Achievement and Progress:** Continue to develop support programs for ATAR students with a view to achieving levels of performance above those of like schools. Continue to embed whole-school support programs to enhance WACE achievement.

The leadership, staff and board of the school accept and agree with all findings and recommendations from our February 2020 review and undertake to implement these findings fully within the next Business Plan cycle. Gilmore College is scheduled to undergo its next review during fourth term 2023.



Performance Against Our Targets 2019

■ Achieving
 ■ Progressing
 ■ Not Achieved

Performance	Achievement Target	Desired Measure 2019	Actual Measure 2019
	Mean Naplan Scores 7 - 9: Reading, Writing and Numeracy	At Like Schools	Above Like Schools
	Median ATAR	Below Like Schools	Above Like Schools
	WACE Achievement	75%	62%
	Pre Qualification Level OLN (All 3 Categories)	10%	7.8%
	OLN Year 11 Qualified in all 3 Categories	60%	59.4%
	OLN Year 12 Qualified in all 3 Categories	75%	71%
	Attitude Behaviour and Effort School Performance Monitoring Average % English	5%	6%
	Attitude Behaviour and Effort School Performance Monitoring Average % Mathematics	5%	13%
	Attitude Behaviour and Effort School Performance Monitoring Average % Science	6%	8%
	Attitude Behaviour and Effort School Performance Monitoring Average % Humanities and Social Sciences	4%	7%
	Grade Average Sem 1 - Arts	2.8	3.0
	Grade Average Sem 1 - English	3.0	2.6

	Grade Average Sem 1 - Humanities and Social Sciences	3.1	2.9
	Grade Average Sem 1 - Health and Physical Education	2.9	3.0
	Grade Average Sem 1 - Mathematics	2.8	2.5
	Grade Average Sem 1 - Science	2.7	2.7
	Grade Average Sem 1 - Technologies	3.2	3.0
	Number of staff employing Whole School Instructional Model 50% of contact time.	85%	80%
	Number of staff engaged in Performance Management Process	80%	70%
	% of staff using Whole School Literacy conventions.	75%	70%
	% of staff using Whole School Numeracy Conventions	75%	70%
	Reduction in Unexplained Absence target %	60%	70%
	Regular attendance % Sem 1	53%	47%

Performance Against Our Targets 2020

(Covid Pandemic Year - some data unavailable)

■ Achieving
 ■ Progressing
 ■ Not Achieved

Performance	Achievement Target	Desired Measure 2020	Actual Measure 2020
	Mean Naplan Scores 7 - 9: Reading, Writing and Numeracy	At Like Schools	Unavailable 2020 – assessments cancelled
	Median ATAR	At Like Schools	Below Like Schools
	WACE Achievement	80%	68%
	Pre Qualification Level OLN (All 3 Categories)	15%	10.1%
	OLN Year 11 Qualified in all 3 Categories	70%	47.7%
	OLN Year 12 Qualified in all 3 Categories	80%	79%
	Attitude Behaviour and Effort School Performance Monitoring Average % English	4%	10%
	Attitude Behaviour and Effort School Performance Monitoring Average % Mathematics	4%	15%
	Attitude Behaviour and Effort School Performance Monitoring Average % Science	4%	14%
	Attitude Behaviour and Effort School Performance Monitoring Average % Humanities and Social Sciences	4%	7%
	Grade Average Sem 1 - Arts	3.0	3.1
	Grade Average Sem 1 - English	3.2	Insufficient Formal Grades Awarded to Measure

	Grade Average Sem 1 - Humanities and Social Sciences	3.2	No Formal Grades Awarded
	Grade Average Sem 1 - Health and Physical Education	3.1	2.9
	Grade Average Sem 1 - Mathematics	3.0	Insufficient Formal Grades Awarded to Measure
	Grade Average Sem 1 - Science	3.0	Insufficient Formal Grades Awarded to Measure
	Grade Average Sem 1 - Technologies	3.3	3.2
	Number of staff employing Whole School Instructional Model 50% of contact time.	85% +	92%
	Number of staff engaged in Performance Management Process	100%	75%
	% of staff using Whole School Literacy conventions.	100%	80%
	% of staff using Whole School Numeracy Conventions	100%	80%
	Reduction in Unexplained Absence target %	50%	80%
	Regular attendance % Sem 1	55%	11% School soft closure in place for 6/20 weeks.

The irregularity, local influence upon and clear measurability of our targets has led to a revision of targets for the 2021 school year with a new set of measurable targets developed in consultation with the school staff and the board.



VET and ATAR Pathways

VET

Our award winning VET pathways are managed at a school level by our Industry and Enterprise 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, the TAFE sector 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 - final cohort commenced Year 11 studies 2020), Hospitality, Building and Construction and Process Plant Operations. The school has also pursued opportunities in the Automation, Railway construction, signalling and operation and Electrical Industrial trades for future implementation.

ATAR - Australian Tertiary Admissions Rank pathway

In 2019 and 2020 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 2019 our students achieved a median ATAR of 66 well in excess of our like schools. While in 2020 our results were slightly down on our like schools we still had two students achieve the direct entry to UWA measure of ATAR 80+. All of our eligible ATAR students from the 2020 cohort and many from our General and Certificate pathways have been afforded the opportunity to study at University level due to the influx of early and unconditional offers to meet course enrolment quotas by Universities.



Special Programs

Automotive - Heavy Diesel Mechanic

This course is a pre-apprenticeship program 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 2019 and 2020, ten of our Year 12 students were able to complete the Certificate IV in Preparation for Health and Nursing Studies at Rockingham Senior High School. The PACT maintains staff leadership networks in the areas of the Principalship, Deputy Principals, Student Services Managers and VET Coordinators.

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 2019 and 2020 two cohorts of Year 12 students completed their studies in the centre. The four groups who completed their qualifications included two groups from Gilmore College and a further two groups made up of students from other local public and private high schools. The coordination of the centre rests with Gilmore College and South Metropolitan TAFE provide the lecturers and technical expertise to keep the centre maintained and operational. A school based steering committee with representatives from TAFE, Industry, Employers and the school set the direction of the centre's offerings based on industry and employer requirements.

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). The final cohort of KIC School Based Trainees commenced their studies in 2020 and will complete the program in 2021. The new Gilmore Electrical and Metals (GEM) Program will replace the KIC SBT from the Year 12 class of 2022 onwards.

Volleyball

Gilmore College Volleyball started in 2015 with 9 female students playing during their recess break. This eventuated into participation in the Volleyball Western Australia Schools Cup. Fast forward to 2021, and the school has roughly 120 students and 16 teams entering in up to 5 tournaments a year. In 2020, the school had its most successful year winning 7 champion and 11 runner up medals. At the year's end, one of the student athletes was selected by the Australian Volleyball Academy in Canberra. He will be

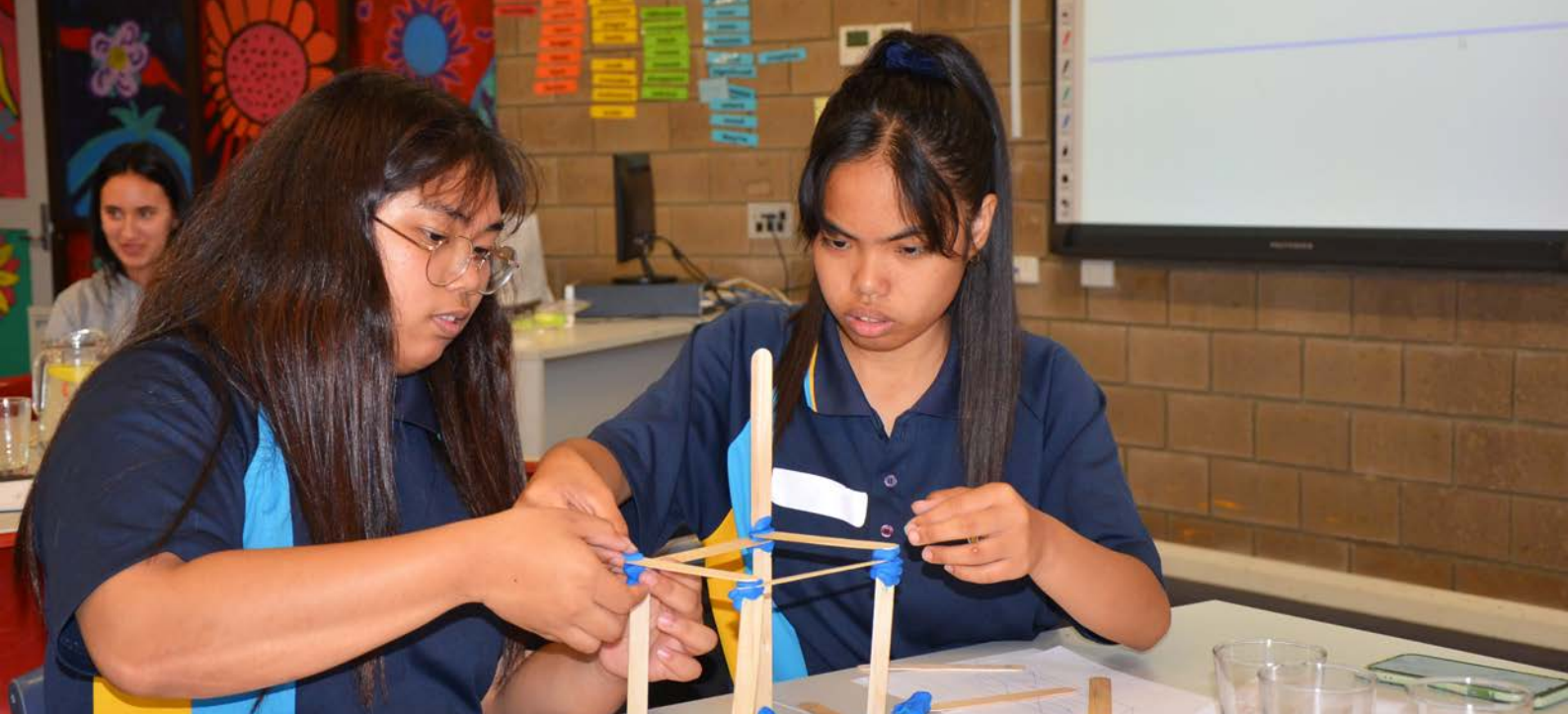
completing his year 12 studies whilst training with the best players in the country, with the view to making the Australian Volleyball Team in the future.

The goal of the program is to not only have our students compete against the best schools in the state, but to create an environment where they can develop teamwork ,leadership skills and self-confidence. The program is open to all Gilmore College students, however, we encourage all participants to maintain all aspects of the College's Good Standing policy.

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.





Classroom Observation for Staff Development 2019 and 2020

With a strong and prioritised initiative at Gilmore College centring around the implementation of a low variability approach to teaching in the classroom we have implemented a two-stage classroom observation program.

Stage One involves staff being observed while teaching by their line managers and peers and provided with the coaching and feedback required to consolidate practice. This was first implemented in 2018 and has continued throughout 2019 and 2020.

Stage Two involves all school staff being observed teaching for a portion of their lesson by members of the school Executive Team. In 2019 these were carried out by the Principal who observed the beginnings, review and warm up portions of the lesson and the Associate Principal Curriculum who observed worked examples in the classroom as well as independent student mastery/practise in the lesson. In 2020 the Associate Principal Student Services provided conferenced feedback to staff on

low key techniques aligned to the Classroom Management Strategies Professional Learning while the Associate Principal Curriculum observed the commencements of lessons and the Principal observed the completions and exit procedures of lessons. Feedback, positive in nature, was provided in writing to most participants and aligned to the principles of the growth coaching methodology.

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 2019 and 2020

The participation of Gilmore College in the Fogarty Edvance School Improvement Program from 2018-2021 has led to this Professional Learning dominating the landscape of staff development activities. Generally speaking staff were provided with Professional Learning regarding school processes and procedures as well as system initiatives and curriculum compliance as part of our school development days and regular staff development meetings. Learning Areas undertook data analysis and operational planning aligned to our three school Business Plan priorities of Curriculum and Teaching, Literacy and Numeracy and Learning Environment.

Staff Processes Around Student Wellbeing

A key focus for much of our Professional Learning in both 2019 and 2020 was the harnessing of regional and school based resources to ensure tight and strictly adhered to processes concerning the referral of students with mental health concerns to the appropriate services within the school. Staff understanding in this area is second to none at Gilmore College with our full suite of student services staff aligned to the same procedures in caring for our most vulnerable students.

Implementation of Compass Database Software 2020

In late 2020 the school undertook the implementation of a new data base suite known as Compass to more accurately record and report student attendance, behaviour and some academic data. This has required the designation of several regular meetings to ensure staff are familiar with and able to use effectively this new tool.

Teachwell Masterclass

In 2019 we were fortunate to be able to send a cohort of three staff to the inaugural Teachwell Masterclass in high impact instruction. The material in this program aligns with our focus on the use of a low variability approach to teaching in the classroom and providing the opportunity for every teacher in the school to teach “like the best” teacher in the school. In 2020 six further staff were given this opportunity at a cost of around \$2200 per staff member. This was partly subsidised through the “Quality Teacher Fund” provided by the Kwinana Federation of Schools and it is our plan to continue to enrol between 4 and 6 staff per year in the masterclass. Staff who attend the masterclass are required to share their learning with other members of their Learning Area team as a condition of attendance.

CMS and Instructional Strategies

Now in its 15th year of operation we are still pleased to be able to send a cohort of staff each year to the Department of Education’s high quality pedagogy training in the form of Classroom Management Strategies and Instructional Strategies courses. These evidence based programs provide experienced teachers with a refresher on their classroom coverage and management to ensure the best learning outcomes for students.

Harvard Educational Leadership Summer School – HCA Scholarship

In January 2020 the Principal was able to take up the opportunity to study at the University of Sydney as part of the Harvard Club of Australia Summer School. This opportunity included the ability to work closely on leadership capacity building and strategic planning as well as community engagement with another 170 principals from around Australia and New Zealand. The opportunity was funded by the Harvard Club of Australia and sourced by the Clontarf Foundation in Western Australia.

Provision for Students with Learning Difficulties and Literacy and Numeracy Targeted Instruction

Our Learning Support Manager continues to provide Professional Learning Opportunities for the Teaching and Education Assistant staff of the school to meet the needs of students experiencing learning difficulties in the classroom. This has involved harnessing the resources of both the Department of Education's School of Special Educational Needs as well as private and not for profit providers. Throughout 2019 a new approach to teaching students with literacy deficiencies was implemented through our STAR Program and in 2020 we have been preparing to implement a new approach to meeting the numeracy needs of students with a new program we are naming STAN.

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 continued through 2019 and with slight interruption in 2020 and will conclude for Gilmore College in 2021. 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. The provision of this program can be directly linked to gains made by our staff and students in academic achievement throughout 2019 and we hope to see these results restored under more normal circumstances in 2021.

Positive Behaviour Support Activities - SOAR

2019 and 2020 were the school's 4th and 5th years as a PBS school. PBS and our motto SOAR (Supportive Organised Aspirational and Resilient) remain the focus for all activities in teaching a behaviour curriculum to our students. Staff also have a behaviour matrix known as the "staff non-negotiable behaviours" that is also aligned to the SOAR motto.





Literacy and Numeracy Working Party Committee

During 2019 and 2020 The Literacy and Numeracy Working Party Committee has continued to work across Learning Areas to enhance students' literacy and numeracy outcomes. From its inception, the Working Party has emphasized the cross-curricular and contextualised nature of literacy and numeracy where all Learning Area teachers are responsible for the teaching of subject-specific vocabulary, writing, numerical and reading genres and the specific language demands across diverse subject areas. As a whole school 7-12 priority, teachers are becoming increasingly aware of the developmental learning demands of each year group.

The establishment of whole school Literacy and Numeracy priorities in Reading, Writing and Numeracy has continued to be the basis for student improvement strategies during 2019 and 2020.

Reading Priority:

Focus Area 1: Improve students' comprehension skills.

Focus Area 2: Improve students' capacity to be critical readers of texts.

Writing Priority:

Focus Area 1: Improve students' capacity to write coherent and cohesive paragraphs.

Focus Area 2: Improve students' mastery of spelling.

Numeracy Priority:

Focus Area 1: Improve students' mastery of number skills.

Focus Area 2: Improve students' mastery of conversions.

Teachers in all Learning Areas have been focussing on the three whole school priorities and have worked tirelessly to improve students' literacy and numeracy outcomes in their subject area context. A student voice data survey was facilitated at the conclusion of 2019 and again in 2020.

The data showed pleasing improvements in some areas and informed improvement planning where results demonstrated low attainment rates. In 2021 the Literacy and Numeracy Working Party will establish new priorities in Literacy and Numeracy after a whole school audit is completed.

The Literacy and Numeracy Working Party Committee have also promoted whole school literacy and numeracy events such as Book Week, Literacy and Numeracy Week, Pi Day and other activities which aim to enhance students' literacy and numeracy outcomes. Monthly events have also been offered to students such as times tables competitions, maths quizzes and spelling bees.

The Literacy and Numeracy Working Party Committee has been a strong advocate for the implementation of specific literacy programs which will improve the literacy outcomes of students who are well below their expected age-related grade attainment levels. In 2019 The Corrective

Reading Program (STAR) was effectively used as an early intervention strategy for students with very low levels of reading and writing skills. The Corrective Reading Program replaced the traditional four periods of English where there is an unrelenting and rigorous focus on phonemic awareness, phonics, spelling, reading, comprehension and writing. The program's emphasis on highly structured, sequenced and cumulative lessons has ensured students included in the Corrective Reading classes make improvement and progress in their literacy and learning outcomes. The Corrective Reading teacher is a member of the Literacy and Numeracy Working Party committee and provides regular feedback and updates about the program. In 2020 three more classes were added to the Corrective Reading Program due to its success in 2019.

One of the challenges for the Literacy and Numeracy Working Party was to develop a similar intervention program for students who have low levels of attainment in numeracy skills. In 2021 the Connecting Math Concepts (STAN) program will be introduced to Year 7 and 8 students. It will also have a maximum class size limit of 15 and will focus on the development of number and measurement skills.

The Literacy and Numeracy Working Party Committee has consistently sustained high numbers of membership across Learning Areas and continues to work with other committees such as the Whole School Instructional Model Committee.





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 2019, the College supported a total of 52 Year 7-12 aspirant Aboriginal students. The Follow the Dream Outreach Program supported 10 of these students undertaking their Year 11 and 12 studies at nearby Secondary Schools (Baldivis Secondary College and Warnbro Community High School).

The average school attendance for the entire cohort of Year 7-12 students in FTD was 87% (2019).

In 2020, the College supported a total of 64 Year 7-12 aspirant Aboriginal students. The Follow the Dream Outreach Program supported 19 of these students undertaking their Year 11 and 12 studies at nearby Secondary Schools (Baldivis

Secondary College, Safety Bay Senior High School and Warnbro Community High School).

The average school attendance for the entire cohort of Year 7-12 students in FTD was 82% (2020). This is particularly pleasing taking into account the impact of the Covid-19 pandemic.

Key Events

NAIDOC Week was a real highlight across both years. In 2019 multi-music award winners Gina Williams and Guy Ghouse performed alongside our school community choir at our NAIDOC Assembly. In 2020 Dave Smith (FTD Coordinator), Ash Collard (Clontarf) & Kelly Collard (EA), penned a song for NAIDOC week that was titled *Always Was.....Always Will Be* (sovereignty of First Nations People) that was recorded by famous multi-music award winner Dallas Woods. It was played at our Gilmore College NAIDOC assembly as well as other special events around the Kwinana community. It is also being played on 100.9 FM Noongar Radio station around the country.

Student Achievement 2019 - Literacy and Numeracy

- 91% of Year 7 FTD students at or above national minimum standard NAPLAN Year 5 Reading.
- 91% of Year 7 FTD students at or above national minimum standard NAPLAN Year 5 Writing.
- 91% of Year 7 FTD students at or above national minimum standard NAPLAN Year 5 Numeracy.
- 100% of Year 8 - 9 FTD students at or above national minimum standard NAPLAN Year 7 Reading.
- 93% of Year 8 - 9 FTD students at or above national minimum standard NAPLAN Year 7 Writing.
- 100% of Year 8 - 9 FTD students at or above national minimum standard NAPLAN Year 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.
- 96% of Year 10-12 FTD students at or above national minimum standards NAPLAN Year 9 Numeracy.
- 93% of Year 10-12 FTD students achieving OLNA Reading.
- 93% of Year 10-12 FTD students achieving OLNA Writing.
- 81% of Year 10-12 FTD students achieving OLNA Numeracy.

Student Achievement 2020 - Literacy and Numeracy

- 93% of Year 7 FTD students at or above national minimum standard NAPLAN Year 5 Reading.
- 93% of Year 7 FTD students at or above national minimum standard NAPLAN Year 5 Writing.
- 100% of Year 7 FTD students at or above national minimum standard NAPLAN Year 5 Numeracy.
- 100% of Year 8 - 9 FTD students at or above national minimum standard NAPLAN Year 7 Reading.
- 92% of Year 8 - 9 FTD students at or above national minimum standard NAPLAN Year 7 Writing.
- 92% of Year 8 - 9 FTD students at or above national minimum standard NAPLAN Year Numeracy.
- 84% of Year 10-12 FTD students at or above national minimum standards NAPLAN Year 9 Reading.
- 78% of Year 10-12 FTD students at or above national minimum standards NAPLAN Year 9 Writing.
- 91% of Year 10-12 FTD students at or above national minimum standards NAPLAN Year 9 Numeracy.
- 94% of Year 10-12 FTD students achieving OLNA Reading.
- 86% of Year 10-12 FTD students achieving OLNA Writing.
- 83% of Year 10-12 FTD students achieving OLNA Numeracy.

Senior Secondary Achievement 2019

- Number and % of Year 12 FTD students who achieved a WACE - **9 (100%)**.
- Number and % of Year 12 FTD students with ATAR enabling university entry. - **0 (0%)**.
- Number and % of Year 12 FTD students who had an ATAR - **1 (12%)**.
- Number and % of Year 12 FTD students who completed a Cert II or higher - **9 (100%)**.
- Attainment Rate for Year 12 FTD students - **9 (100%)**.
- Median ATAR - N/A

Senior Secondary Achievement 2020

- Number and % of Year 12 FTD students who achieved a WACE - **15 (88%)**.
- Number and % of Year 12 FTD students with ATAR enabling university entry - **0 (0%)**.
- Number and % of Year 12 FTD students who had an ATAR - **4 (24%)**.
- Number and % of Year 12 FTD students who completed a Cert II or higher - **17 (100%)**.
- Attainment Rate for Year 12 FTD students - **17 (100%)**.
- Median ATAR - **39.4%**.

The number of FTD students who achieved a WACE is very pleasing. The students who undertook ATAR studies in the FTD Outreach Secondary Schools were expected to achieve higher ATAR scores. Closer monitoring of all FTD students undertaking ATAR studies is required in 2021.

Special Achievements

- **Chevron Aboriginal School Scholarships** - In 2019 four FTD students received full scholarships with Chevron. In 2020 fourteen FTD students were awarded with scholarships. There are numerous opportunities linked to these scholarships.
- **Curtin University Indigenous Australian Engineering Extension Program** - In both 2019 and 2020 select FTD students attended a week-long engineering program.
- **CSIRO Aboriginal & Torres Strait Islander Science Award Ceremony** - FTD student Djai Hunter was awarded a national Science Award for all of the extra-curricular learning and community work that she has done across STEM (Science, Technology, Engineering and Mathematics).



SOAR

Supportive - Organised - Aspirational - Resilient



Positive Behaviour Support

SOAR is the motto and theme of the logo for our Positive Behaviour Support Program at Gilmore College. The letters represent our four PBS Values:

S	Supportive
O	Organised
A	Aspirational
R	Resilient

The school's values are supported by a shared universal language to minimise differences in approaches to behaviour management in our classrooms and shared areas. This language is expressed in a "Behaviour Matrix" which was compiled using the feedback of students, families and staff in a survey process that was conducted in 2016/17. The staff have also developed a "Behaviour Matrix" for their own professional conduct in their day to day duties and responsibilities known as our "SOAR Staff Practices". The work of PBS in our school is supported by a committee of volunteer staff who meet fortnightly and devise the strategy for the roll out of PBS.

Key PBS Activities:

2019 – PBS Committee Chair Jarrad Jones

- The team continued to run school wide activities backed by whole school behaviour lessons.
- The events are held in the final weeks of each term to involve as many students as possible and encompass key dates such as RUOK? Day and Harmony Day.
- The earlier introduction of a Raffle Ticket/House Point system becomes established as a reward process utilised by most staff.
- The sourcing of a print presence for SOAR increases significantly with banners and signs added to major shared sites within the school including the cafeteria, library and an enormous display in the gymnasium.
- Membership of the PBS Committee is opened to all school staff and a core group of about 8 staff members volunteer to progress the initiative each fortnight.

2020 – PBS Committee Chair Emma Moore

- After a successful year of increased visual presence for PBS and consolidation of our whole school behaviour lesson activities the team sets big plans for further gains in 2020.
- The work of the committee is interrupted dramatically during term one as the COVID 19 Pandemic sends all but 40 students home in a “soft lockdown”. It will take until mid-late term 2 before a full return to normal attendance can be declared.
- During the lockdown PBS Committee members work with our Student Services Team who maintain contact with as many students working from home as possible to provide a “remote” profile for PBS and our SOAR motto.
- On the return of students to school the team conducts two major initiatives aimed at reducing litter around the school and aligning fortnightly blocks to themes of positive behaviours contained within the Matrix.
- PBS is credited in our School Review held in February 2020 as being a major building block for the recent success of the school both academically and pastorally.
- The PBS Team has committed to rejuvenating and refreshing the SOAR PBS initiatives in 2021 with new team members and a strengthening of whole staff Professional Learning Activities in staff meetings and on School Development Days.



Supportive



Organised



Aspirational



Resilient



Academic Extension Program

The Gilmore College Academic Extension Program has now held pride of place among our school based focus programs since 2013. The first three cohorts of AEP students have now completed their schooling at Gilmore College and, particularly in 2018 and 2019, the impact of the program can be seen on the school's ATAR results. Students are now identified using a mixture of on-entry testing and on-balance judgements at the end of first semester. This method represents a shift away from placing the burden of providing selection information on our Local Area Intake Primary Schools and allows our students to commence Year 7 on an even academic footing before being identified for extension in semester two and beyond.

The school continues to create both an Academic Extension Program stream and an Aspirants stream for students who are seeking entry to the AEP at a later point in their schooling. Students who undertake either the AEP or Aspirant streams are highly competitive for entry to our ATAR, Traineeship and Pre-Apprenticeship streams when entering Senior School.

Our seventh and eighth cohorts of AEP commenced studies in 2019 and 2020 respectively. 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 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. The data shows the historical trends from 2013 until the end of 2020.

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	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
A	0	2	1	1	4	5	12	4	6	15	12	14	9	16	3	2
B	10	20	19	16	8	18	12	9	9	9	11	5	5	12	17	10
C	8	6	7	8	6	6	4	12	2	4	4	7	5	1	7	15
D	7	0	0	1	5	0	0	2	4	1	0	2	3	0	0	2
E	1	1	0	3	3	0	0	2	5	0	0	1	4	0	0	0

Cohort 5 2017-2020

Grade	English				Mathematics				Science				HASS			
	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
A	2	3	8	0	4	5	15	5	4	20	9	5	9	18	17	5
B	29	25	21	14	13	18	13	14	14	5	15	13	13	7	11	16
C	0	3	1	14	13	8	1	9	9	6	4	6	8	6	2	7
D	0	0	0	0	1	0	1	1	4	0	2	5	1	0	1	2
E	0	0	1	2	0	0	1	1	0	0	1	1	0	0	0	0

Cohort 6 2018-2021

Grade	English			Mathematics			Science			HASS		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
A	0	10	2	7	4	10	18	22	20	23	6	16
B	20	14	27	9	10	8	5	6	5	7	19	8
C	7	6	0	13	16	7	8	1	4	2	5	5
D	5	0	0	1	0	4	1	0	0	0	0	0
E	0	0	0	1	0	0	0	1	0	0	0	0

Cohort 7 2019-2022

Grade	English		Mathematics		Science		HASS	
	2019	2020	2019	2020	2019	2020	2019	2020
A	5	0	7	5	16	8	12	1
B	18	25	10	6	8	10	14	16
C	5	6	11	17	3	12	3	14
D	0	0	0	4	1	1	0	0
E	1	1	1	0	1	1	0	1

Cohort 8 2020-2023

Grade	English	Mathematics	Science	HASS
	2020	2020	2020	2020
A	3	2	8	8
B	7	12	10	11
C	13	11	8	8
D	2	1	1	0
E	2	1	0	0



Our Results

NAPLAN 2019

The tables below show the performance of Year 7 and 9 students of Gilmore College measured against “Like” schools in the 2019 tests. 2019 was the first time that students at Gilmore College undertook the tests as online assessments only. The test period was run successfully in perfect test conditions with only one test session being impacted for approximately 6 students on the first day of the test window. Comparatively speaking this was a very minor interruption when tests across Australia on the same day experienced major disruption and, in some cases, abandonment of the test. The students impacted by the disruption were afforded the opportunity to complete the test later in the same week with a generous extra allocation of time provided by the test oversight body, the School Curriculum and Standards Authority.

Our results continue to be impacted positively by the whole school approaches to Literacy and Numeracy and our results stand out as the best set in recent years.

Performance in all test types was up in both Year 7 and 9 in terms of not only average test scores but the number of students performing above the National Minimum Literacy and Numeracy standards in all test types. In every category the school either matched or outperformed our like schools and, in the case of Year 7 Reading, outperformed system expectations in our results being one standard deviation higher than expected results.

In 2017 our Year 9 students performed below expectations in the Numeracy test. In 2019, thanks to the hard work of our teaching staff and our students, we have seen that trend reversed and this test type now sees the highest percentage of students achieving above the National Minimum Standard.

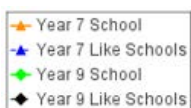
Finally, in all test types a comparison of the 2017 Year 7 results with the 2019 Year 9 results (same cohort) shows an incredible improvement in just the space of two years. This is most stark in Numeracy, Reading and Grammar & Punctuation.

If there is still room for improvement the following are areas that the school would like to see shift in a positive direction over the coming years:

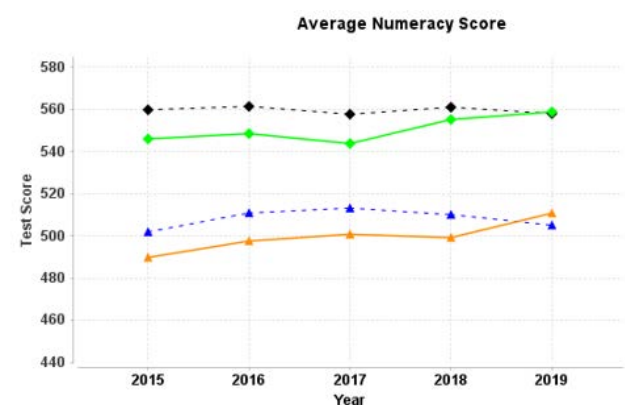
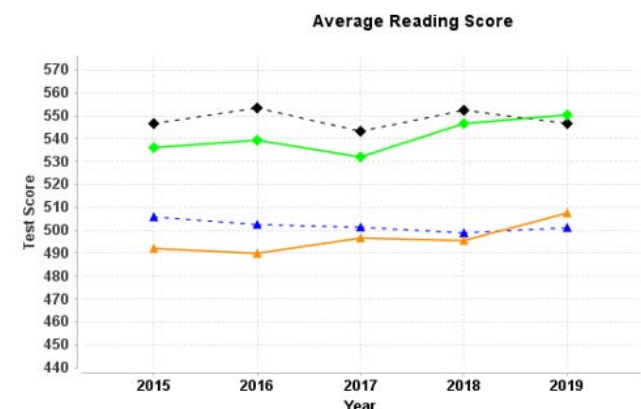
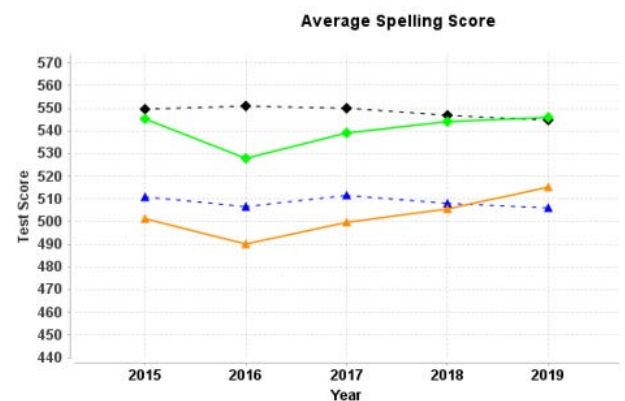
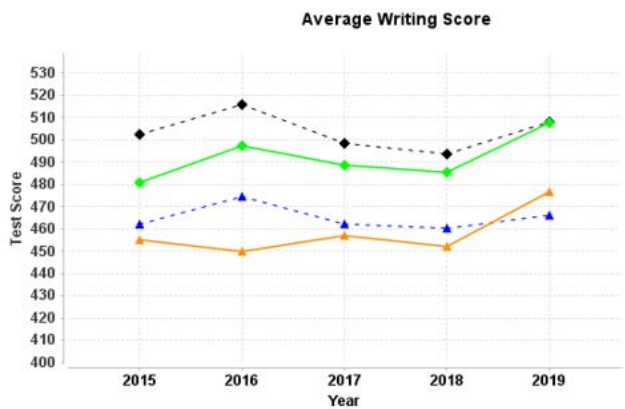
- While performance against like schools in Writing was strong we still see both the lowest raw test scores, average test scores, progress and growth and numbers of students meeting or above National Minimum Standards in this test type.
- The school is determined to bring all students up to the National Minimum Standard in all test types. While this goal is not necessarily achievable it is what every school and family would aspire to for its young people and our intervention strategies in Numeracy and Literacy are designed to lower the number of students not meeting the standard. The most work is to be done on Grammar and Punctuation and Writing.
- These two areas for improvement above are whole school responsibilities and do not rest with the Mathematics or English department. All of our staff are committed to improving the standard of literacy and numeracy of our students when teaching, assessing student work and planning for student improvement.

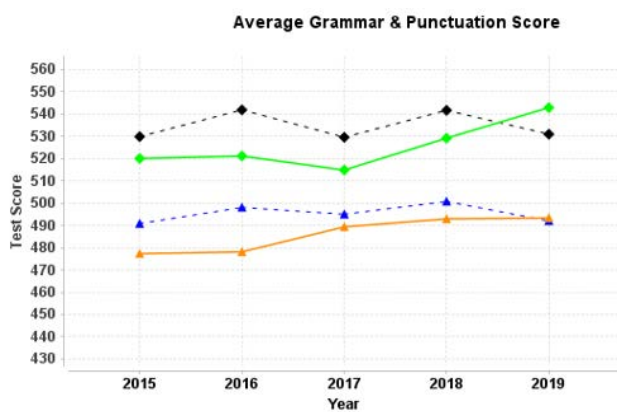
The assessments for NAPLAN were not held in 2020 due to the impact of the global COVID19 Pandemic and we are keen to see the gains and wins of the previous two years consolidated in our Year 7 and 9 cohorts in 2021.

Performance measured against Like Schools Years 7 and 9



- Key for the following graphs





The progress and achievement matrix that is usually provided as part of this report is not available for 2019 at the time of writing in March 2021.

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

NAPLAN National Minimum Standard (NMS)	NAPLAN – Writing					
	2017		2018		2019	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	41%	34%	34%	38%	52%	44%
At NMS	37%	22%	39%	22%	25%	26%
Below NMS	22%	44%	27%	40%	23%	30%
Average Test Score NAPLAN	NAPLAN – Writing					
	2017		2018		2019	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	457	489	452	486	477	508
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Writing					
	2017		2018		2019	
	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					
	2017		2018		2019	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	65%	58%	69%	59%	72%	68%
At NMS	20%	23%	17%	16%	14%	22%
Below NMS	15%	19%	14%	25%	14%	10%
Average Test Score NAPLAN	NAPLAN – Spelling					
	2017		2018		2019	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	500	539	506	544	515	546
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Spelling					
	2017		2018		2019	
	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					
	2017		2018		2019	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	64%	48%	59%	66%	64%	68%
At NMS	19%	34%	29%	21%	25%	17%
Below NMS	17%	18%	12%	13%	11%	14%
Average Test Score NAPLAN	NAPLAN – Reading					
	2017		2018		2019	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	497	532	496	547	508	550
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Reading					
	2017		2018		2019	
	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 – Numeracy					
	2017		2018		2019	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	61%	55%	65%	65%	70%	71%
At NMS	31%	44%	28%	29%	18%	24%
Below NMS	8%	1%	7%	6%	12%	5%
Average Test Score NAPLAN	NAPLAN – Numeracy					
	2017		2018		2019	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	501	544	499	555	511	559
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Numeracy					
	2017		2018		2019	
	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					
	2017		2018		2019	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	58%	47%	57%	48%	58%	59%
At NMS	21%	27%	25%	33%	22%	28%
Below NMS	21%	26%	18%	19%	20%	13%
Average Test Score NAPLAN	NAPLAN – Grammar and Punctuation					
	2017		2018		2019	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Average Score	489	515	493	530	493	543
School Performance in comparison with all WA Public Schools NAPLAN	NAPLAN – Grammar and Punctuation					
	2017		2018		2019	
	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

Data for 2020 is not available due to the tests being cancelled as part of the response to the global COVID19 Pandemic.

Online Literacy and Numeracy Assessment (OLNA)

All students must demonstrate their competency in Reading, Writing and Numeracy to achieve their WACE. They can do this either by gaining a Band 8 in Year 9 NAPLAN (Numeracy, Reading and Writing) or through the Online Literacy and Numeracy Assessment (OLNA).

In 2019 and 2020, students in Years 10-12 who had not achieved Band 8 sat the qualifying OLNA tests. The OLNA data indicates that most students at Gilmore college demonstrate or achieve the minimum standard category 3 in Years 10 to 12. Significant achievement is noted in Year 11 with 2019 data showing that Gilmore college had less students (45.1%) not qualified compared with like schools (46.8%). There is consistent progression of value adding which is indicated by more students passing OLNA in all the three components of Numeracy, Reading and Writing by Year 12. The 2019 and 2020 cumulative OLNA data show that more students across all Year levels 10-12 are achieving Category 3 in Reading as compared to Writing and Numeracy. However, more work needs to be done to reduce the number of students not sitting OLNA assessments (NSA) which usually comprises of students with high absenteeism.

In 2020, due to the COVID 19 pandemic students in Year 9 did not write the NAPLAN Test. As students in Year 9 were not able to pre-qualify for OLNA through NAPLAN the Authority provided an additional sitting of OLNA for the Year 9 students.

The 2020, OLNA data indicates that 61

students (31.6%) of the Year 9 cohort at Gilmore college demonstrated or met the standard category 3 in all components. Significant achievement was made in the Reading Test component with 113 students (59%) meeting the standard, 97 students meeting (50%) the standard in Writing and 80 students (41%) in Numeracy.

Standards in Literacy and Numeracy are being addressed as a whole-school initiative through the Whole-School Instructional Model and the Literacy and Numeracy Priorities. Positive outcomes should be evident in the proceeding years. Students who achieved Category 2 in round 1 sitting are placed in streamed classes for Mathematics and English to provide tailored support to address skills they are yet to demonstrate. In 2021 we created foundation English and Mathematics classes for students in category 1- to address the fundamental understandings which are currently preventing them from passing OLNA.

OLNA WA which is an online practice software purchased by the school as an intervention strategy and is made available to all students. It is targeted and designed in the same format as OLNA. Furthermore, Education Perfect is used in the English department to improve students' outcomes in OLNA Reading and Writing including targeted remediation.

The following tables represent the WACE OLNA Performance Overview for Gilmore College in 2020.

Year 9 OLN 2020 Performance Overview

TOTALS	Numeracy	Reading	Writing
CATEGORY 1	26	12	24
CATEGORY 2	61	49	47
CATEGORY 3	80	113	97
CATEGORY NSA	26	19	25
TOTAL	193	193	193

61 Year 9 Students met the standard in all components in 2020

Year 10 OLN Student Accumulative Result - % who have demonstrated the standard

Numeracy						Reading						Writing					
Year 10		Year 11		Year 12		Year 10		Year 11		Year 12		Year 10		Year 11		Year 12	
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
41%	48%					47%	57%					46%	52%				

Year 11 OLN Student Accumulative Result - % who have demonstrated the standard

Numeracy						Reading						Writing					
Year 10		Year 11		Year 12		Year 10		Year 11		Year 12		Year 10		Year 11		Year 12	
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
44%	50%	54%	58%			46%	59%	66%	70%			44%	55%	61%	67%		

Year 12 OLN Student Accumulative Result - % who have demonstrated the standard

Numeracy						Reading						Writing					
Year 10		Year 11		Year 12		Year 10		Year 11		Year 12		Year 10		Year 11		Year 12	
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
46%	57%	63%	69%	72%	76%	44%	61%	70%	73%	80%	82%	51%	61%	68%	74%	75%	79%

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	
2016	83	17	20%	106	100%	74	70%
2017	81	11	14%	119	100%	75	63%
2018	122	28	23%	153	100%	93	61%
2019	154	18	12%	189	100%	132	70%
2020	126	24	19%	158	100%	115	73%

2019 saw a slight decline in our percentage of ATAR students but yielded the best results over recent years. Our Median ATAR reached 66 – exactly double what the measure had been in 2016. This has been a monumental achievement by our staff, students and families and with large numbers of students attaining ATARs above 80 our students enjoyed a range of post-school university options. In 2020 the Median ATAR fell to 52. In part this can be attributed to the provision of early offers by Universities. The school remains committed to maintaining an ATAR pathway for students as this is the pathway most likely to yield long term success for students at University levels and best prepares them for the rigours of study at that level.

We have seen a re-establishment of VET Certificate attainment in the 70% range. This is very pleasing as the attainment of a VET certificate has been removed as a WACE requirement but our students clearly still value the qualifications as they exit the school system and transition to the work arena.

	Year 12 – WA Certificate of Education (Graduation)		Year 12 Attainment (ATAR > 55 and/or Certificate II or higher)
2016	62	75%	87%
2017	60	74%	93%
2018	77	63%	79%
2019	96	62%	82%
2020	87	69%	86%

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 2020 our attainment rate has been restored in the 80% range. 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. Our 2019 rate of 62% and 68% in 2020 are still not in the range of our target of 80% set in the Business Plan. Our staff have set a school wide focus on assisting students to reach the 14 C Grade requirement for 2021.



Student Transiency, Engagement & Attendance Support

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. Students continue to stay at Gilmore College in greater numbers based on this measure. Our trend of 25% average transiency from five years ago has stabilised in the mid to high teens.

Student Transiency 2020	16.3%
2019	15.8%
2018	19.1%
2017	25.3%
2016	25.4%

Engagement and Attendance Support

2019 saw a similar data profile to that of 2018. In 2020 attendance was severely impacted by the COVID-19 pandemic and the attendance rates are not comparable to previous periods. As a result, all 2020 attendance data has been omitted from this report. The focus for 2021 will be to attain a regular attendance rate of 50%. With a continued focus and dedicated staff to improving attendance we will hopefully see a continued improvement.

There were a number of significant events in 2020 that resulted in an increase in the Semester 1 Suspension data particularly in the area of classroom conduct and school rules and the total numbers of days of suspension. Gilmore College will continue to work with Regional Office and other support agencies to provide strategies to support improvement in student behaviour and suspensions.

Attendance % - Secondary Year Levels

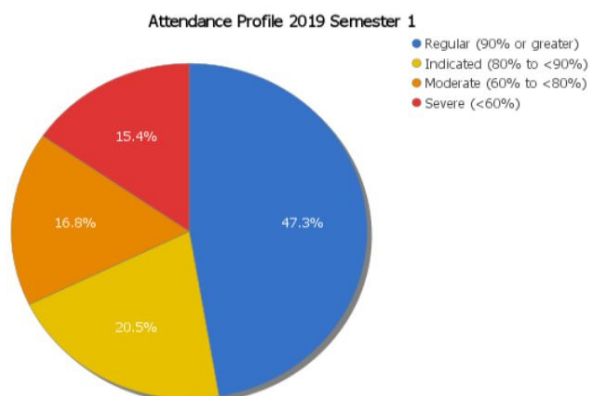
	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2017	88%	82%	80%	79%	74%	70%
2018	88%	81%	81%	83%	82%	77%
2019	86%	81%	77%	77%	81%	79%
WA Public Schools 2019	90%	87%	85%	85%	86%	87%

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2017	79.2%	87.8%
2018	82.2%	87.6%
2019	80.1%	86.8%

Attendance 2019

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	587 (49%)	252 (21%)	200 (17%)	166 (14%)
Former	4 (9%)	4 (9%)	10 (23%)	26 (59%)
All	591 (47%)	256 (20%)	210 (17%)	192 (15%)



Suspensions 2019/2020

Year	Students Suspended	Unique Enrolments	% of Students Suspended	Total Number of Suspensions	Total Days Suspended	Average Days Suspended
Semester 1 2019	112	1262	8.9	278	725	2.6
Semester 1 2020	141	1289	10.9	306	985	3.2



TTFM Survey and OHI Study

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

This survey was conducted in the middle part of Term 1 2019 and again in Term 1 2020. The survey was administered externally through our participation in the Fogarty Foundation EDvance School Improvement Program. This survey has and will be administered in all years of our participation in the program. The survey focuses on three distinct members of the school community.

Students in the TTFM survey:

Over the last two years, students identifying that they value schooling outcomes has declined by 5%. The number of students who regularly truant has increased. There has been consistently a low percentage of students who are interested and motivated in their learning at approximately 30% stating they are engaged. Levels of anxiety amongst students has increased from 29% of students to 39% of students in the last two years and levels of depression have

increased and self-esteem has subsequently dropped. Student opinion on the relevance and rigour of their learning experiences remains relatively high. Students feeling of safety at school remains low although there is a strong feeling of having support or advocacy at school and positive student-teacher relationships are still at a good level. You can see in the graphs below that student aspirations to finish year 12 or attend university have remained consistent but it appears aspiration to attend TAFE or gain an apprenticeship has declined by almost 10%.

Families in the TTFM survey:

Overall Parents felt that the feeling of being welcome at the school has improved since 2019. There is a general feeling of improved inclusivity and that the school has improved in its support of positive behaviour and support of learning. Parents are feeling more informed, (although the general feeling of being informed is still an area the school will need to improve in), and that they are taking a greater role in

supporting their children's learning at home, which may in no small part be an outcome of Covid isolation and school closures in 2020. It is clear that the biggest area of concern remains the safety of children whilst at school.

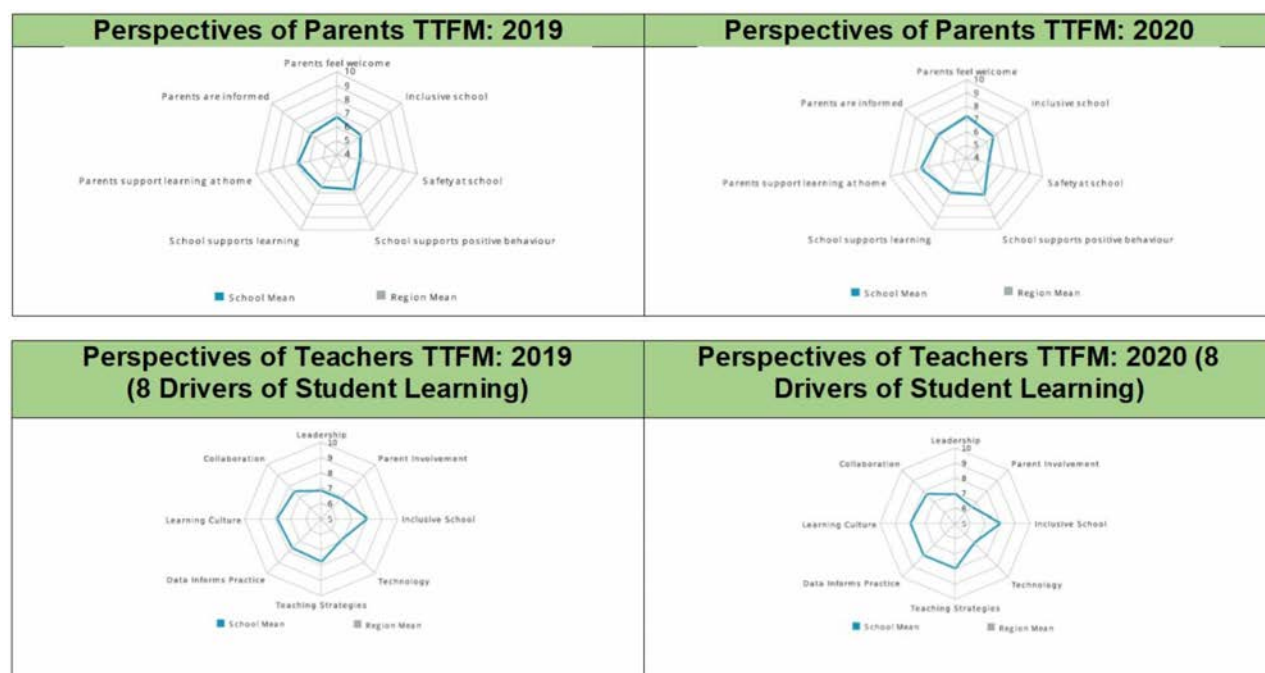
Parents identified that there is a belief staff could set higher expectations of students in the classrooms and that more individualised support is an area the school could improve in. Parent expectations identify that the school needs to do more to create opportunities for students who learn at a slower pace. Bullying is still an issue of concern for parents, with 30% of students reporting bullying and that physical and Cyber bullying are the greatest risk to their children.

Teachers in the TTFM survey:

Teachers identified overall strength over the last two years in school inclusivity, learning culture, teaching strategies and data informed practice. There is still a perception amongst teachers generally, that technology could be better utilised in the school. There is an overall desire for more parental involvement and stronger

leadership.

It was clear that leaders have taken more time to observe teaching practice and provide feedback to teachers as a general improvement. Collaboration between teachers appears to be improving with staff spending more time discussing strategies to improve engagement and the individual needs of students. While the learning culture has improved slightly it is still the engagement of students which appears to be the biggest barrier to improved student outcomes. Survey results suggest that staff could work to strengthen the resources necessary to make students aware of the standards they are aspiring to. Teaching strategies were viewed very positively but there is a view that technology could be better utilised by students in tracking their progress towards their goals and by teachers to provide feedback on learning. Interactive technology is still new to staff and further exploration on how it could be utilised effectively is required. It's also been clear for the last two years that we need to explore better avenues for communication with parents in order to involve them more in student learning.





Organisational Health Index – McKinsey and Co. Measured from 2018 until 2020

Between 2018 and 2020 Gilmore College Participated in the McKinsey and Co Organisational Health Index (OHI) study in February and March of each year. The study gauges the health and effectiveness of an organisation in 9 key outcomes related to its culture and measured by the staff within the organisation. The study is benchmarked to over 600 000 businesses, schools and corporations worldwide and is administered on behalf of the Fogarty Foundation as part of the Edvance School Improvement Program.

The charts below show the growth of our health measure over the three years and can be linked directly to the following changes within the school:

- An improvement in our learning environment.
- A school wide focus on improving teaching and learning in every classroom
- Adopting school wide approaches to Literacy and Numeracy as well as adopting a Whole School Instructional Model
- Incremental gains in student results including phenomenal rises in ATAR and NAPLAN outcomes for students.

The diamond shaped chart shows how our staff rated the school's performance against the

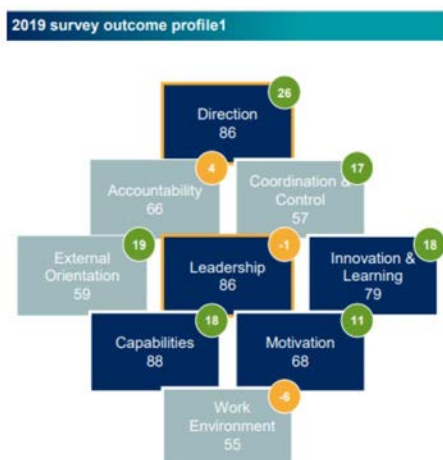
9 outcomes of the OHI. The single digit chart is the school's overall health measure. All numbers are out of 100 and are benchmarked worldwide.

Between 2018 and 2020 the school's health rose from 60 (third quartile) to 82 (top decile). All staff and students are to be congratulated on this seismic gain. The school has been invited by the Fogarty Foundation to participate in a study so that we can demonstrate to other schools how we were able to mobilise the health within our culture to gain better outcomes for our students and staff throughout 2021

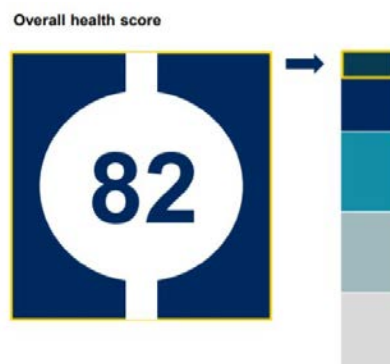
2018



2019



2020





Learning Area Reports

The Arts

The Arts Learning Area worked collaboratively throughout the year continuing to build on and sustain a strong department. Teachers continued to implement the Western Australian Curriculum, creating engaging programs that give students more depth and breadth into the Arts. The first cohort of students to select Certificate II in Visual Arts has completed the course with 60% of students successfully completing the qualification. As a department we also celebrated reaching our target of a 3 grade average across all disciplines in lower school. This was due to coming up with common assessments and unpacking the judgement standards.

We are yet to meet our targets in senior school, however we are working towards them by using relevant data, embedding school initiatives like EDI in the classroom and moderating to get the best results for the students.

The IMSS music program continues to grow,

the program was marketed to all the local primary schools including some students participating in a performing road tour of our local primary schools. IMSS music students worked collaboratively for the second year in a row with Perth Symphony creating an ensemble where students were able to work with other music student to create musical masterpieces.

Throughout the year we continued to host and engage the school and the community through a number of events. For the first time we ran Arts week, where staff ran arts related actives during lunch time. We did this as a way to promote the arts in term 2 and to give all student a chance to try something different, this also included Gilmores Got Talent which was the finally of Arts week. The Performing Arts departments also lead several major events including the Summer, Winter Showcase and the IMSS instrumental evening.

Students also had the opportunity to participate in a number of learning experiences external to the classroom.

These included the Art students displaying work 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 out the year, a large display of art was exhibited and students performed to their family and friends.

English

During 2019 and 2020 the English department had a stable team and achieved some great gains in student outcomes and school initiatives. The STAR programme was introduced in 2019 to teach low literacy students decoding and reading skills using the Corrective Reading Programme, and was expanded in 2020. We also introduced the accepted framework of explicit teaching in our classrooms in 2019 with strong consolidation in 2020. This change in our whole school instructional model meant that many of the staff received pedagogical training through Lorraine Hammond in 2019 and Teach Well in 2020. This has also contributed to a focus on differentiation within the classroom with many teachers modifying programs to cater for Individual Education Plans. Many of the English staff sit on one of the several committees that are operating to push for improvement and innovation in our school, which has enabled us to contribute to

whole school development.

The 2019 lower-school grade average showed an improvement from 2018, while NAPLAN results for years 7 and 9 were both the best we have had so far at Gilmore College. The school has outperformed 'like' schools in a few categories and have improved reading and writing in both years 7 and 9 moving a number of our students from 'limited' to 'satisfactory' performance and those in 'satisfactory' to 'good' resulting in great progress. This is a great credit to the excellent teaching and learning occurring in our lower-school classrooms. Unfortunately, due to the change of schedule in 2020, the students did not sit NAPLAN, and the overall results were not a stable comparison to previous years. In 2019, the STAR program began with four classes of year 7 and 8 students. The students who attended and participated regularly made outstanding progress in decoding and comprehension, with some students capable of returning to mainstream classes. 2020 saw the expansion of STAR classes to three classes of year 7, three classes of year 8 and two classes of year 9. Again, students who attended and participated regularly consistently improved in both reading and comprehension at a pass rate of 98% for the level they were enrolled in.

Throughout 2019 and 2020 the English Department has had a strong focus on sustained reading. This has seen the number of books borrowed from the library continue to increase throughout 2019 and 2020 and is one of the contributing factors to the rise in NAPLAN reading comprehension results.

In 2019, we had the best success rate in

year 12 OLNAs since its introduction to the system, and these great results continued in 2020 with large jumps in the percentage of successful students in all OLNAs areas, with many year 9 students achieving the required level in place of sitting NAPLAN. In 2020, we streamed students into OLNAs classes so they could receive extra attention with regards to OLNAs proficiency through target practice. EST Tasks were also successfully undertaken in Term 2 of both years with an almost perfect correlation between the school and the reviewer's marks.

In 2019, our ATAR students performed better than the previous year with an overall ATAR median of 66.45%. We had 94% of the students select English as their first or second highest score in WACE exams in 2019, and over 90% again in 2020, with our top student in 2020 receiving an ATAR nearing 90 having English as her top mark.

In 2019 and 2020, the English Department held several events over the National Literacy week to allow students to showcase their abilities and interest in the subject outside the classroom. During Literacy Week the English Department hosted a Spelling Bee competition, Poetry Writing competition, Cartooning, 6-word story writing competition and read-a-thon.

In 2019 the English Debating Team won several competitions and hosted one round of the debates, and all English students competed in the Education Perfect World Championships which found a number of our students get awards for their participation.

Throughout 2019 and 2020, the team has run after-school OLNAs and Homework

classes as volunteered time to the advancement of student outcomes.

Finally, in 2020, the team adapted extremely quickly to online learning and were able to deliver effective distance learning.

Health and Physical Education

In 2019 HPE started exploring the formal implementation of the Whole School Instructional Model (WSIM) and as such focused on employing aspects of explicit instruction to improve student outcomes and grades. As a department we read evidence based articles and discussed what the most important aspects of a lesson were and the reasoning behind this. To support the implementation of the WSIM, HPE engaged in classroom observation and aspects of explicit instruction were embedded into performance management agreements.

Lower school classes showed a pleasing improvement to grade averages in both Health Education and Physical Education. Our target for lower school was 3.0 which we narrowly missed. I can report that E's are still larger than desired, however these are getting less and less each year as our grade averages improve. We have also narrowed the gap to "like" schools." As a department we talked about then implemented aspects of explicit instruction and regularly used the whole school instructional model (WSIM). The HOLA started conducting classroom observations to reinforce and encourage WSIM knowledge and understanding.

Senior School grade averages improved dramatically and I am pleased to report that HPE achieved its target of 2.8. Subjects

that improved significantly in 2019 included GTPES, GEPEs, GTHEA and GEOED.

In 2020 HPE continued to use classroom observations to reinforce the use of WSIM and this was in the form of HOLA observations and also peer observations. Due to Covid HPE staff worked hard to make many Online resources and were well prepared to deliver courses remotely if necessary. This situation lead to the use of a concurrent assessment outline for lower school Health Education. Physical Education remained semester based. Teacher Kiah Rignall sadly passed away during the 2020 3rd term holidays.

Lower school classes showed slight regression in grade averages in both Health Education and Physical Education. Our target for lower school was 3.0 which we narrowly missed. E's were still larger than desired, however these are getting less and less each year as our grade averages improve. We have also narrowed the gap to "like" schools." As a department we continued to implemented aspects of explicit instruction and regularly used the whole school instructional model (WSIM). The HOLA continued conducting classroom observations and implemented peer observations to reinforce and encourage WSIM knowledge and understanding.

Senior School grades remained mostly unchanged from 2019, however this may be seen as a positive considering the amount of disruption during the year.

Key events included the Volleyball Program, Year 7 Lightning Carnival, House Athletics Carnival, Health Expo, Interschool Athletics Team, House X-country event and numerous year 11 an 12 excursions including canoeing, snorkelling and camps.

Humanities and Social Science

The HASS Learning Area continued to provide a rich and engaging curriculum for all students in 2019 & 2020. The Learning Area has developed lessons using the Whole School Instructional Model throughout Years 7- 12. Several staff represent the Learning Area on WSIM Working Party and provide leadership and mentoring across the college to support the implementation initiative. Staff embedded a range of literacy and numeracy strategies in programs to support an improvement in student outcomes. Two HASS Teachers have participated in the TeachWell Masterclass to support the implementation of the WSIM in HASS.

The Learning Area has sustained its approach to sustainability and provided a range of opportunities for students to learn about Sustainability. Students participated in Clean up Australia Day activities and a number of students are actively involved in the Green Team. The Sustainability Committee has organised the painting of drains, and a range of initiatives to collect recyclable items have been introduced.

A number of excursions and incursions were organised throughout 2019 & 2020 for students. Year 9s visited HMAS Stirling as we continue to develop a strong relationship with the Navy. All students across Years 7 - 10 attended presentations by SERCUL as part of their Geography units. Gilmore participated in the Waterwise Experience pilot incursion with the Water Corporation. General Students in Year 11 & 12 visited the Careers Expo and Skillswest Expo, whilst Business Management and Enterprise students visited The Crown Resort. Aboriginal and

Intercultural Studies students visited a wide range of sites of cultural significance as part of their studies. ATAR students attended a range of seminars aimed to provide guidance and support for ATAR courses and exams at Notre Dame University. Modern History students attended the Courage to Care Exhibition and visited the Holocaust Institute. Geography students attended the Public Transport Authority Workshop and 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 have included: the ANZAC Service Assembly in 2019, the work of the Sustainability Committee and Green Team throughout the College and the participation of Year 9 students in the Kwinana Spring Festival. Staff attended a range of professional development and the HASS Department were successfully involved in the SCSA Year 6/7 Moderation Task for the second year. A member of the Learning Area was successful in their application for a scholarship to attend the Gandel Holocaust Studies Program in Jerusalem in 2019. ATAR Results in the learning area continue to improve with 89% of students studying History using the subject as their best or second best ATAR mark and 63% of students studying Geography using the subject as their best or second best mark.

Mathematics

During the course of 2019/2020 the learning area continued enriching existing programs. We focussed on: improving teaching and learning using the Whole School Instructional Model; supported the

Literacy and Numeracy initiatives of the school by embedding it into the curriculum. To provide differentiation of learning needs of our students, the learning area embarked on redesigning all assessments tasks according to grade descriptors, providing better opportunities for students to improve their grade. In addition, Mr Asif was selected to participate in the TeachWell program, sharing strategies to further support our students.

We offered three mathematics courses in senior school: Mathematics: Essential Mathematics: Application Mathematics: Methods. Although our performance in ATAR Mathematics was disappointing, our performance in Naplan was great in 2019, being even better than like schools.

To motivate and engage students in a fun way our Maths department hosted a variety of activities. We celebrated whole school Pi day and Numeracy week. Students and teachers enjoyed dancing to the beat of “D J Casper” during these events. Big thanks to Ms Namita Patel for starting the Numero club to prepare our students for the Numero competition during Numeracy week. Furthermore, our Year 7 students had the opportunity to work with University of Western Australia Aspire group, in a fun session of Coding.



Science

The Science Learning Area continued to offer students at Gilmore College 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-normal' learning experiences especially rewarding.

Some of the highlights for 2019 were building and testing catapults and parachutes, rat dissections, excursions to Bells' Rapids, Perth and Peel Zoos, and the foreshores of Peppermint Grove and Cottesloe. Kaarakin's hands-on wildlife visit was a popular incursion. The end of year Science Fair highlighted students' individual passions and was visited by local primary schools and members of our local community.

Staff continued to implement different strategies to engage our students in class; notably a continued 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.

After school homework classes and the continued use of Connect has enabled the Science Learning Area to offer ongoing support to as many students and their families as possible.

We had rewarding results from our year 12 students in 2019 and were encouraged to work hard to provide a cohesive approach to the delivery and assessment of our year 7-10 curriculum in 2020.

2020 provided many changes and

challenges for the Science learning area. We saw our staff recreating their teaching programs to be accessible to students at home, through the use of Connect and at home paper based work packages. With our return to school, we were limited with opportunities to leave the school for external excursions. Our year 12 Earth Sciences class timed their trip to Bells Rapids perfectly, but it was their only opportunity for fieldwork in 2020. The year 12 ATAR Human Biology group also had the opportunity to attend Perth Zoo. As restrictions eased, lower school attended an excursion to Perth Zoo and student's in Year 8 had the opportunity to participate in Martial Arts against Bullying, promoting confidence and respect for themselves and others.

Staff capacity and capability in delivering explicit instruction increased with the professional development of staff through the Teachwell program. Staff were also supported in their classroom management strategies through participation in CMS training. Teaching strategies also utilised in the classroom, including interactive notebooks and online resources such as Stileapp. As our exhausting year drew to a close, our Science Fair went ahead in a smaller turn out of projects, and we look forward to reinvigorated efforts in 2021.

The results from our ATAR cohort, was not as expected. Our year 12 students experienced one of the most uncertain and turbulent times of their lives, and they were expected to sit rigorous; their efforts and resilience should be commended. Universities saw the challenges that faced the year 12 students of 2020, and as a result many of our students have been accepted into University placements for Nursing and Biomedical Sciences.

Technologies

Throughout 2019 and 2020 the Technologies learning area 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.

In 2019 Bottle rockets were introduced to the D&T context as a STEAM initiative. Students were well motivated as they designed their rockets. Selected students were involved in a local Bottle Rocket and STEM competition and gained first place.

After School Robotics Club continued to grow and be successful. Two awards were gained in the First Lego League district competition and the students were invited to the State Competition and gained an award for the best robot and program design at Curtin University and were placed in the top 15 in the state.

Continued success in the KIC was demonstrated by a student winning the state competition and gaining an invitation for the National World Skills Competition in 2020.

Students in designated Pathways had a 95% or better in their completion rates of Certificate courses and Upper school courses gained a grade point average of 3.2.

Catering Functions were a great success in 2019 with the Graduation, PPO Celebration and Harmony Day being stand out events.

In 2020 the after School Robotics Club continued to grow and be successful. An

award for best robot design was gained in the First Lego League district competition and a second place for the most Innovative Project was gained in the State Competition at Curtin University. A Gilmore College Teacher was recognized for his contribution to Robotics and the First Lego League competition over the last decade and was presented with an award. The Gilmore Gigabytes qualified for the Asia Pacific Open Competition, which means they were top 4 in the state.

The lower school subjects achieved a grade point average of over 3. Students in designated Certificate Pathways had a 72% or better in their completion rates of Certificate courses and Upper school courses gained a grade point average of 3.2.

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. The school offers an excellent range of specialized and standalone Certificates, including a variety of School Based Traineeships. With strong partnerships established with SM TAFE/ACEPT, this has enabled us to launch a brand new pathway at the end of 2020 (GEM – Gilmore Electrical and Metals) to replace a highly successful School Based Traineeship with the Kwinana Industries Council that was suddenly cancelled. This sudden cancellation has allowed us to diversify and move in a new and exciting direction to further meeting the needs of Industry. All VET teachers have worked throughout the year to maintain their Industry

qualifications and currency to meet all RTO obligations. Students from our specialized VET courses became regular guest speakers at Year Assemblies to highlight the possibilities/pathways that are available when you attend school/classes on a regular basis. Youth workers also brought small groups through the Careers Centre for 'pep-talks' regarding how to be successful in gaining a position in one of our specialized VET courses (attendance, behaviour, grades)

Senior school achievements included:

- 100% completion rates in Process Plant Operations, Nursing, 14 School Based Trainee's and 6 Aboriginal School Based Trainee's.
- 87% VET participation rate.
- Kurt Tamares – SCSA award Certificate of Merit. Kurt completed a Certificate II in Hospitality and was accepted into Curtin College for Accounting and Finance.
- Jack Button won GOLD at the Regional World Skills Competition. Unfortunately, due to COVID, VETinSchools National competition was cancelled.
- PTC now in its 5th year of operation – outcomes and opportunities increasing each year with 70% of students now accessing alternative entries (Curtin College) to University to study Engineering – Chemical, Electrical and Mechanical. Interest from Industry is increasing with more companies wanting to sponsor students/programs (ie. CSI/MRL and Tronox)

Recognition Day has become an annual event where our key sponsors and partners are invited to witness our new group of PPO students being welcomed into the program and our year 12's

graduating. We now have included GEM in this celebration with two flagship programs now on offer. Catering for the event is done by our incoming Year 11 Hospitality students as part of their Certificate II in Hospitality.

We have also expanded our Steering Committee to include both PPO and GEM – Industry Pathways.

Special achievements for VET included:

- Santos (formerly Quadrant Energy) awarded 2 X \$2100 Educational Scholarships to Process Plant Operations students.
- Chevron awarded a total of 14 X \$3000 Educational Scholarships to Indigenous students.
- ERGT continues to fully fund safety training for our Process Plant Operations Students.
- CSI/MRL and Tronox donated toolboxes and cooler bags to GEM and PPO students. They've also committed to WPL and will notify us of apprenticeship opportunities as they are looking to support the local community and our school.



Staffing Information

In 2020 Gilmore College had 72.1 teaching staff, 17 administrative staff and 25.5 support staff, using an FTE of 114.6 (Not all staff are full time).

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

Scholarships

2019

KSHS Gilmore College Alumni VET Scholarship:
Marcus Davies

KSHS Gilmore College Alumni ATAR Scholarship:
Tanatswa Chafa

2020

KSHS Gilmore College Alumni VET Scholarship:
Kurt Tamares

KSHS Gilmore College Alumni VET Scholarship:
Vince Valenzuela

KSHS Gilmore College Alumni ATAR Scholarship:
Paikea Carvill



Special Awards

2019

Koorliny Arts Award

ADF Long Tan

Strathalmond Trophy (Female)

Strathalmond Trophy (Male)

RSL Citizenship Award

Youth Leadership Award

KIC Education Partnership Award

Greg Guppy Process Engineering Award for Excellence

Most Industrious Effort

Most Improved Student

CALTEX All Rounder

Premier Student (General)

Premier Student (Vocation Education and Training)

Premier Student (ATAR)

Emily Pollard

Samuel French

Cameron Lombaard

Dylan Van Zuydam

Byron Tait

Shyniah Tether

Rylee de San Miguel

Irdem John Soletto

Ella Drew

Dillon Males

Unnati Patel

Frenzy Carino

Marcus Davies

Tanatswa Chafa

2020

Koorliny Arts Award

Gilmore College Chaplain Award

ADF Long Tan

ADF Future Innovators

Strathalmond Trophy (Female)

Strathalmond Trophy (Male)

RSL Citizenship Award

Youth Leadership Award

KIC Education Partnership Award

Greg Guppy Process Engineering Award for Excellence

Most Industrious Effort

Most Improved Student

CALTEX All Rounder

Premier Student (General)

Premier Student (Vocation Education and Training)

Premier Student – Vocation Education and Training

Premier Student (ATAR)

Delaquiere Davy

Jayden Thompson

Shannon Beaman

Frank Estrella

Teneesha Coyle

Shaun Pereyra

James Bautista

Sue Agnete

Kyle Martin

Jan Erroll Maverick Ilao

Anisya Mohd Ariff

Reef Hewitt

Dylan Irula

Dylan Irula

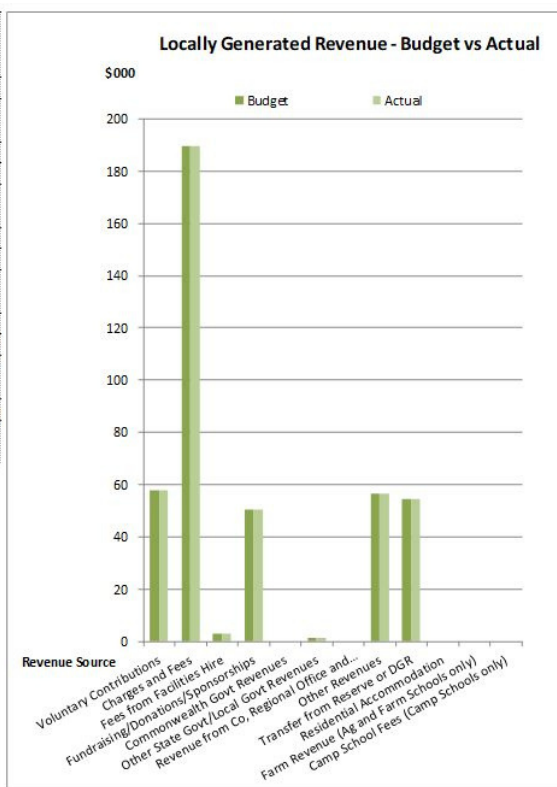
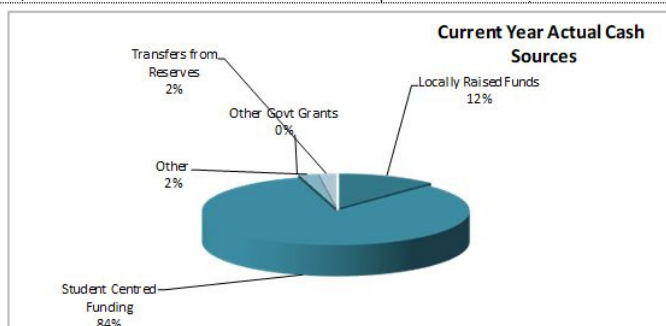
Vince Valenzuela

Kurt Tamares

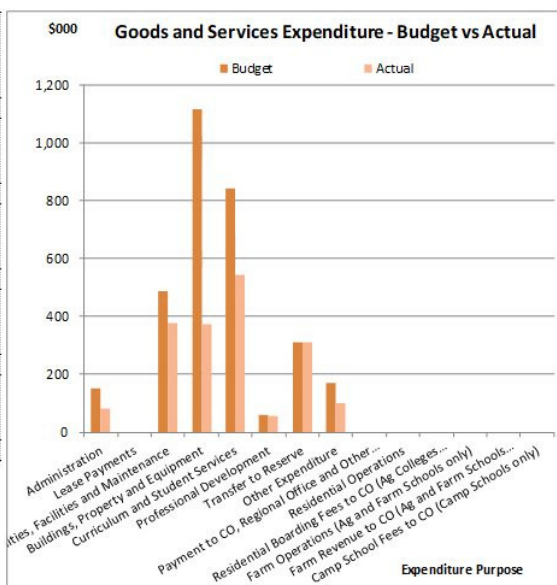
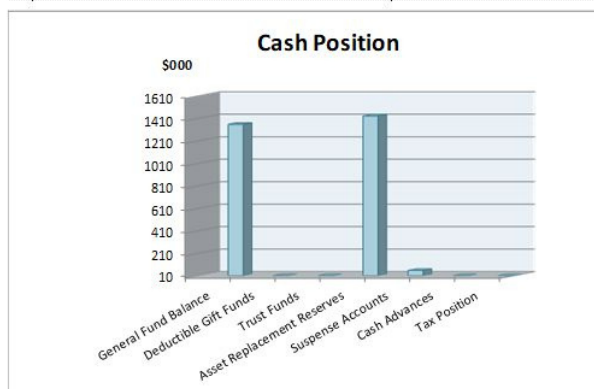
Paikea Carvill

2019 Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 57,856.96	\$ 57,856.96
2	Charges and Fees	\$ 189,762.06	\$ 189,762.06
3	Fees from Facilities Hire	\$ 2,771.80	\$ 2,771.80
4	Fundraising/Donations/Sponsorships	\$ 50,226.25	\$ 50,226.25
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenue s	\$ 1,200.00	\$ 1,200.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 56,552.26	\$ 56,553.78
9	Transfer from Reserve or DGR	\$ 54,626.93	\$ 54,626.93
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 412,996.26	\$ 412,997.78
	Opening Balance	\$ 709,376.00	\$ 709,376.10
	Student Centred Funding	\$ 2,075,329.99	\$ 2,075,329.99
	Total Cash Funds Available	\$ 3,197,702.25	\$ 3,197,703.87
	Total Salary Allocation	\$ 11,865,393.00	\$ 11,865,393.00
	Total Funds Available	\$ 15,063,095.25	\$ 15,063,096.87



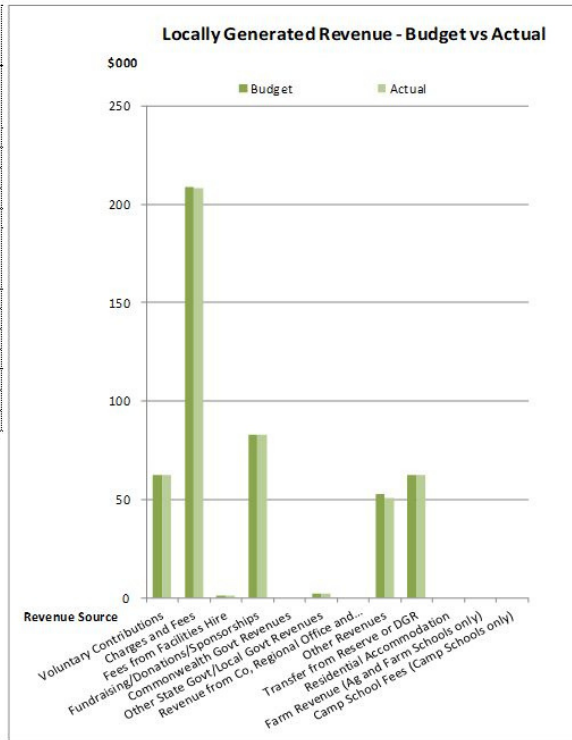
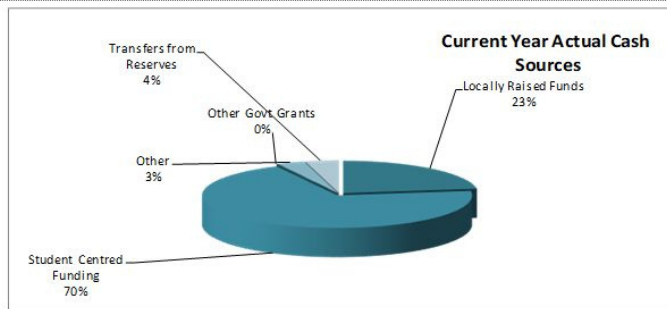
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 151,716.53	\$ 82,724.93
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 488,939.55	\$ 376,098.46
4	Buildings, Property and Equipment	\$ 1,114,992.47	\$ 373,330.44
5	Curriculum and Student Services	\$ 841,771.39	\$ 544,299.69
6	Professional Development	\$ 58,934.30	\$ 54,901.43
7	Transfer to Reserve	\$ 310,100.00	\$ 310,100.00
8	Other Expenditure	\$ 170,835.50	\$ 98,172.98
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	\$ 3,137,289.74	\$ 1,839,627.93
	Total Forecast Salary Expenditure	\$ 11,327,037.00	\$ 11,327,037.00
	Total Expenditure	\$ 14,464,326.74	\$ 13,166,664.93
	Cash Budget Variance	\$ 60,412.51	



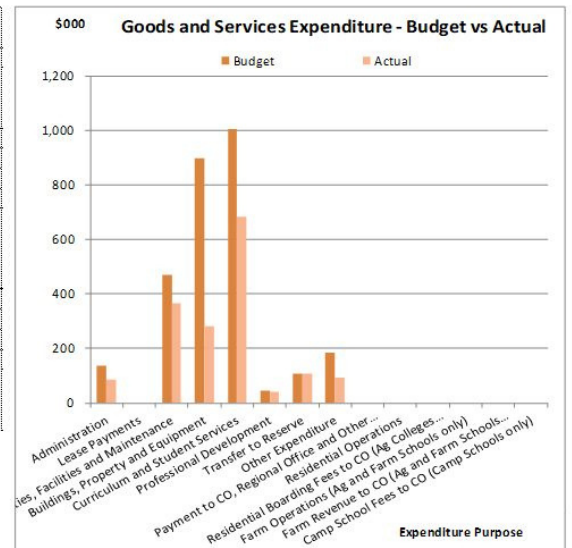
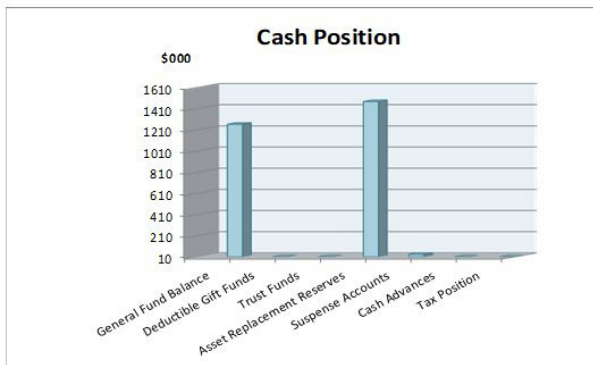
Cash Position as at:	
Bank Balance	\$ 2,838,340.31
Made up of:	
1 General Fund Balance	\$ 1,358,075.94
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,431,668.33
5 Suspense Accounts	\$ 57,541.04
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 8,745.00
Total Bank Balance	\$ 2,838,340.31

2020 Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 62,550.00	\$ 62,448.47
2	Charges and Fees	\$ 208,715.75	\$ 208,199.48
3	Fees from Facilities Hire	\$ 1,228.63	\$ 1,228.63
4	Fundraising/Donations/Sponsorships	\$ 82,728.74	\$ 82,728.74
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 52,733.63	\$ 50,561.19
9	Transfer from Reserve or DGR	\$ 62,550.12	\$ 62,550.12
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 472,506.87	\$ 469,716.63
	Opening Balance	\$ 1,358,075.94	\$ 1,358,075.94
	Student Centred Funding	\$ 1,085,053.70	\$ 1,085,053.70
	Total Cash Funds Available	\$ 2,915,636.51	\$ 2,912,846.27
	Total Salary Allocation	\$ 13,517,459.00	\$ 13,517,459.00
	Total Funds Available	\$ 16,433,095.51	\$ 16,430,305.27



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 138,035.89	\$ 83,661.90
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 468,250.84	\$ 364,737.19
4	Buildings, Property and Equipment	\$ 897,284.16	\$ 279,388.06
5	Curriculum and Student Services	\$ 1,003,490.60	\$ 681,315.68
6	Professional Development	\$ 45,158.09	\$ 38,918.94
7	Transfer to Reserve	\$ 108,700.00	\$ 108,700.00
8	Other Expenditure	\$ 182,778.13	\$ 92,366.86
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	\$ 2,843,697.71	\$ 1,649,088.63
	Total Forecast Salary Expenditure	\$ 11,754,316.00	\$ 11,754,316.00
	Total Expenditure	\$ 14,598,013.71	\$ 13,403,404.63
	Cash Budget Variance	\$ 71,938.80	



Cash Position as at:	
Bank Balance	\$ 2,766,357.00
Made up of:	
1 General Fund Balance	\$ 1,263,757.64
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,477,818.21
5 Suspense Accounts	\$ 33,117.15
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (8,136.00)
Total Bank Balance	\$ 2,766,357.00