



2022

ANNUAL REPORT



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



Welcome to
Gilmore College

GILMORE
COLLEGE

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Principal's Welcome

I invite the school community to review the Annual Report for Gilmore College, outlining the 2022 school year. Again, we are clearly able to celebrate successes but there are equally clear objectives yet to be attained and these are the challenges we have identified as our goals for the coming year. The hard work of staff so far has already reaped rewards and with continued effort I have no doubt we will directly address these challenges and achieve our goal of *'transforming positive relationships into meeting the unique learning potential of every student'*.

2022 saw the development of our new College Business Plan 2022 – 24, which is now in progress. The global pandemic continued to challenge our community and again in 2022 adjustments to our teaching and learning program were again made to ensure the safety of our students and staff, whilst not sacrificing our drive to improve results. It is a celebration that our staff worked so hard to overcome the challenges of 2022 and this is reflected in the increased achievement of our Key Performance Indicators (KPI's) during 2022. We have sustained our journey in 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.

Our 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.
- Providing contextualised information about student achievement including those student groups experiencing potential educational disadvantage. (Key areas include NAPLAN, Year 12 data, Special Program reports).
- Parent, Student and Staff Satisfaction which was measured in surveys conducted during 2022.
- Reporting on our annual budget and accounts (please find a detailed financial summary on the final page of this report).

2022 saw Gilmore College achieve its highest ever median ATAR rating since 2019 and the highest graduation rate achieved in the last 5 years. Improvements reflecting the hard work of our ATAR and General teachers in achieving continued success and progress towards further cementing our overall improvement in this area. Our Year 12 VET students continued to entrench achievement in a national arena with Mitt Yeang achieving the distinction of representing Gilmore College in the World Skills Engineering Category in 2023, adding to our already impressive list of representatives from previous years.

Our Year 9 and 7 students again produced outstanding NAPLAN results as our two cohorts at Gilmore College in 2022. As did our Senior students in OLNA assessments. They have all maintained a standard at or above our like schools. Attendance and punctuality issues remain the biggest challenge we will need to overcome to achieve even greater success. The potential to reach well beyond our 'like schools', is an overriding goal for the college.

Several students were successful in receiving offers of places in our public and private universities. 10 students applied for University via TISC and 7 students achieved the necessary ATAR to achieve University Entry.

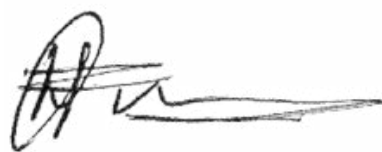
With success breeding success, we have maintained our relentless focus on improvement against our four priorities:

- ***Excellence in Teaching***
- ***Academic Achievement***
- ***Learning Environment***
- ***Connection with Community***

I look forward for 2023, to watching the school continue to benefit from having a strong governance from both within the

school's Middle Management and Executive teams and externally in a strong and supportive School Board, a dedicated Alumni association, a highly motivated team of staff, best practice solutions in Aboriginal education, a PBS team that has continued to S.O.A.R. since 2016, a school focus on increased engagement in developing school direction via our new Communities of Practice teams and the focus on and improved support services for staff and students. All the school priorities achieve together, support for the achievement of improved student outcomes and family, staff and student satisfaction.

Thank you to all students, families, staff and the Board for your continued support and cooperation in helping us navigate a similarly complex 2022. As always, I expect to continue to celebrate successes, identify hurdles and respond with the Gilmore College Positive Behaviour in Schools (PBS) SOAR values in mind. Your local school continues to provide a Supportive Learning Environment that develops students' skills in being Organised. A local school that produces Aspirational students working together to achieve to our greatest potential and display the Resilience required to maintain our momentum during difficult times.



DEAN GURR

Gilmore College, Principal



Chairman's Message

Gilmore College has every reason to be proud of the results and achievements of the 2022 cohort of students. The 2022 Valedictory saw the graduation of some 120 students with several notable academic results among those students. In addition to the amazing departing Class of 2022, Gilmore College has welcome news of improved educational results being achieved across the entire 2022 cohort including improved WAIS and NAPLAN scores as well as several sensational individual outcomes.

Congratulations to Principal Gurr and the outstanding staff of Gilmore College for your commitment to the educational strategies which have assisted our students. These strategies involve all staff having input to developing instructional techniques and taking on board leading edge theories in educational improvement. Thanks to all staff for their willing engagement in the process to improve the future for our students.

The College's support and administrative staff deserve an enormous thank you. Your commitment and professionalism to support the work of the school and

students during this year has been very much appreciated.

Thank you to the Kwinana Industrial Council, the City of Kwinana, Alcoa, Rotary, Clontarf, the Smith Family and other community organisations and individuals. The College's relationship with its community of supporters continues to be a feature of Gilmore College. It is thanks to those organisations and people that Gilmore College can justifiably claim to have an exceptional relationship with the community it serves and supports.

The Board contributes toward the development of the Gilmore College Business Plan which sets out the goals and objectives of the College. At each Board meeting the Board reviews in detail performance against various aspects of the plan and progress toward achieving the Business Plan Objectives.

I sincerely thank all our Board for their contribution both individually and as a team. In 2022 the Board was able to contribute to discussion and debate and did so in a very willing and collaborative manner.

The Business Plan strategies recognise the role that the College plays in delivering upon and strengthening its culture as well as aligning to the four key objectives of the Department's "Classrooms First" Strategy.

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

Over the year our Board meetings follow a timeline which is a forward work program which ensures the review of aspects as data becomes available. This has included:

- WACE Data, including Graduation, Attainment, ATAR and VET
- Attendance Data
- Workforce Plan Review
- College Budget
- WACE OLN Report Semester 1
- NAPLAN Report
- Grade Analysis Report Semester 1

Thank you also to our two Board Sub Committees, Finance and Corporate Governance. I acknowledge our Business Manager Tracy Hughes for her management of the College's Finances.

Our Governance Committee reviewed the Board's Terms of Reference in 2022 which sets out the rules and procedures governing the Board and we also reviewed the Board Members Code of Conduct.

College activities such as "Harmony Day" and many other events were again curtailed due to Covid, particularly in the first half of the year. It is through participation in these sorts of events that a strong culture is built and provides the good memories that our students will carry with them through life. 2023 should see a further improvement in the situation.

In concluding I would like to give my sincere thanks to all our Board Members, to our highly motivated Principal, Dean Gurr for his professionalism and his support to the Board and to Sonia Graham our excellent Board Secretary.



DAVID REDPATH

Gilmore College, Board Chairman





Board Members

2022 College Board

Community Members

Carol Adams

Mandy Grubb

Tanya Halliday

Sandra Lee

David Redpath

Parent Members

Tweety Hinchcliffe-Chen

Trixie Rhodes

Wayne Shortland

Laurie Walker

Emma Woodall

Staff Members

Dean Gurr

Carole Reed

Cheryl Tate



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, Wellard and soon Wellard Village, 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 transform positive relationships into meeting the unique learning potential of every student' drives interactions between all our school community members. Our PBS school acronym S.O.A.R. (We are Supportive, Organised, Aspirational and Resilient) creates a tone for our welcoming environment.

Gilmore College provides a comprehensive curriculum with pathways to University,

further study, training and employment. Our comprehensive 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 66 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 2022 – 2024 are:

- ***Excellence in Teaching***
- ***Academic Achievement***
- ***Learning Environment***
- ***Connection with Community***

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 cultural programs and support for Student Health and Well-Being.

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 build upon the six pillars of the DOEWA's 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 college Student Services Team has a number of support staff available to work with students including: four Aboriginal and Islander Education Officers, Chaplain, Psychologist, four 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. 2022 also saw the appointment of a Level 3 Program Coordinator to oversee extensive work being done to address Aboriginal Education in our community.

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, and iScience), Follow the Dream, The Clontarf Foundation, Waalitj Foundation (Deadly Sista Girlz), Koya, Kwinana Federation Network of Schools, Koorlinny Arts Centre, Moorditj Koort, UWA Mediation Centre and YouthCare.

The College has also developed positive working relationships with the Rotary Club of Kwinana, City of Kwinana Youth Services, and Kwinana Police.

Performance Against Our 2022 Targets

 Achieving	 Progressing/Improved	 Not Achieved	 Anomaly
Performance	Achievement Target	Desired Measure 2022	Actual Measure 2022
	NAPLAN Comparative Performance Summary Data	Year 7 As expected in all aspects Year 9 Above expected in G&P, R and W	Year 7 as expected in all aspects Year 9 as expected in all aspects
	Proficiency Bands Year 7: Reading, Writing and Numeracy	2022 Numeracy 52% Band 6 and above, 2022 Reading 58% Band 6 and above, 2022 Writing 56% Band 6 and above	66% Band 6 and above from (48%) 62% Band 6 and above from (54%) 63% Band 6 and above from (52%)
	Proficiency Bands Year 9: Reading, Writing and Numeracy	2022 Numeracy 75% Band 7 and above, 2022 Reading 70% Band 7 and above, 2022 Writing 58% Band 7 and above	68% Band 7 and above from (73%) 60% Band 7 and above from (67%) 52% Band 7 and above from (59%)
	Year 7 - 9 NAPLAN Progress Vs Achievement	High Progress - High Achievement in all aspects	Data not available 2022 Available again 2023
	Median ATAR	65	65.55 from (59.43)
	WACE Attainment	95%	66% from (65%)
	WACE Graduation	72%	75% from (58%)
	ATAR Performance	65% > 55	69% from (62%)
	Cert Completion Rates - Adjusted	75%	64% from (56%)
	Overall Attendance	77%	69% from (73.95%)
	Aboriginal Attendance	63%	48.4% from (55.05%)
	Regular Attendance	50%	25% from (29%)
	Severe Attendance	20%	29% from (22.5%)
	Unauthorised Absences	65%	69% from (79%)
	OLNA Year 11 – Qualified in all 3 categories	55%	59.8% from (44.3%)
	OLNA Year 12 – Qualified in all 3 categories	65%	67.6% from (51.4%)
	Pivot Data/TTFM	Target set for 2023	
	Data Analysis Opportunities	2 per year	3 Opportunities
	Frequency of use of relevant applications	2 platforms daily	2 platforms being used daily by all staff
	Staff Participation in Classroom Observation	50%	Data not Available 2022
	Staff Participation in Performance Management	60%	>60%
	High Impact Instruction PL Completion	50%	Approx. 25%
	PBS Events/Whole School Lessons	4 per year	1 event per term 1 lesson per term
	Reduction in unauthorised absences for Aboriginal students	70%	78% From (83%)
	ACSF Aboriginal Perspectives Across the Curriculum	8 Learning Areas embedded ACSF perspectives across curriculum in Year 7 - 10 in 2 aspects	Embedded across all Learning Areas in at least 1 aspect
	Aboriginal Perspectives PL Completed	50%	Data not available
	Staff and Student Well-Being	1 event per term for student and staff groups	6 events for the year
	Partnerships	6 Major Partnerships	>6 Major Partnerships
	Transition	5 Transition events	4 Transition Events
	Outsourced and Insourced Community Events	2 Outsourced and 2 Insourced per term	Outsourced more than met criteria but insourced not there yet
	College Celebrations	4 per year	>4 per year



Priority 1: Excellence in Teaching

Focus Area Description

Develop a teaching culture of excellence in curriculum delivery and data driven responses.

Summary

To develop a culture of excellence in curriculum delivery and data driven responses, Gilmore College continues to prioritise improving staff efficiency in monitoring and targeting student progress and improvement through the regular review of appropriate student achievement data. In 2022, Learning Areas reviewed relevant data and made judgements based on scheduled data walks. The process considered data reviews on information that reflected student performance, program effectiveness, staff performance and made comparisons with State and National achievement levels.

The College maintains a focus on building and fostering a culture of quality teaching with a focus on low variability and high impact instruction through current pedagogy and professional learning. At

Gilmore College, 25% of staff have completed professional learning in high-impact instruction strategies. We have continued our commitment to provide opportunities for more staff to participate in the TeachWell Masterclass series to support teachers to build high-impact instruction into their classrooms to ensure student progress. TeachWell is evidence-based on best practices, providing a uniform approach to teaching and learning throughout Gilmore College. Staff who have previously attended TeachWell master classes will continue to be encouraged to participate in the Instructional Lead Fellowship for Masterclass Alumni to build their coaching capacity and embed and sustain high-impact instruction at Gilmore College.

Our Whole School Instructional Model (WSIM) coordinator delivered staff professional learning which led to capacity building. As part of the ongoing evaluation and impact of the WSIM Framework, the College Executive team continued its implementation of instructional rounds and classroom observations across Learning Areas, prioritising a continued focus to

review and apply a Performance and Development Framework and classroom observation practices to improve curriculum delivery. This process involved visiting staff in their classrooms, collecting observation data, and then feeding the collated data back to teachers with clear strengths and areas for identified growth.

Seeking input from students and gaining feedback is an invaluable part of staff reviewing and planning processes at Gilmore College. In 2022, the College implemented Pivot surveys as a data set to gain insight into student voice. Pivot surveys were completed by students in all years, across multiple Learning Areas, they provided students with an opportunity to give feedback on the teaching and learning at the College. Learning Area and individual teacher's reports outlined strengths and areas for growth. These student insights provide lines of inquiry and focus areas for planning documents in 2023.

Identified areas for celebration from the Pivot survey include:

- I know how I am supposed to behave in class.
- Teachers know a lot about the topics in this class.
- Teachers respect me for who I am.

2022 saw a school-wide shift to embed the targets of the Aboriginal Cultural Standards Framework in teaching and learning with our Aboriginal Education Program Coordinator and Level 3 classroom teacher upskilling staff with professional learning in supporting our Aboriginal and Torres Strait Islander students.

Our partnership with Follow the Dream, Clontarf and Deadly Sista Girlz continues to contribute to the development of positive relationships between the school and the Indigenous community along with supporting teaching staff on how to best meet the academic, social and cultural needs of our Indigenous students.





Priority 2: Academic Achievement

Focus Area Description

Improve achievement at Gilmore College to exceed like schools.

Summary

Gilmore College is a vibrant and diverse school with approximate 16% of our students identifying as Aboriginal and/or Torres Strait Islander students and 28 nationalities represented amongst students and staff. Given that we have many students who do not speak English as their first language, striving for improvement in whole school literacy and numeracy outcomes will continue to be a major focus of our work. Recent data walkers and the review of our 2022 Naplan results showed positive trend lines in all literacy test areas (Reading, Writing, Spelling and Grammar & Punctuation) in Year 9. The evidence reviewed highlights the quality value-adding provided by staff across all classes as well as during targeted tutorial lesson classes and out of hours homework classes. This value-adding is also evident in the drop of students who did "Not Qualify" for OLNA by the end of Year 12.

By the end of Year 12, our OLNA data shows that we have performed better than Like Schools by 5.3%. Work in supporting the successful completion of OLNA is continuing to be refined in 2023 with the implementation of a targeted OLNA support class being delivered during Advocacy time.

Year 9 Performance



Note: Due to the pandemic, no comparative performance calculations have been made, hence the 2022 results for all test areas being marked as zero.

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2022	19	44	22	13	47
	13.1%	30.3%	15.2%	9.0%	32.4%
Like Schools	8.4%	27.1%	17.5%	9.3%	37.7%

The above table shows the improvement made in students Qualified in for OLNA.

Throughout 2022 the leadership team undertook regular reviews of our curriculum offerings to ensure courses were reflective of student needs. Feedback from both staff and students identified a need to explore opportunities to extend the scope of course offerings to include English as an Additional Language or Dialect (EALD). Initial exploration of this began over Term 4, with specialist support and advice being sort from the Principal Consultant – EALD Secondary, District High Schools and Post School Pathways DoE Statewide Services. This work is set to continue in 2023 and 2024 as a new initiative for this priority area.

In 2021 the Literacy and Numeracy Working Party recommended the introduction of both the Connecting Math Concepts (STAN) program and the Corrective Reading Program (STAR) were continued to be delivered as an effective early intervention strategy for students with very low levels of reading, writing skills and numeracy skills. Both the STAR and STAN programs are capped to have the maximum class size limit of 15 to ensure each students receives a program individually tailored for their needs. Both these programs are recommended to be reviewed during 2023.

Building on the hard work of students and staff in 2021, 2022 saw Gilmore College continue to refine strategies that targeted improvement in the Australian Tertiary Admissions Rank (ATAR) achievement results. 2022 again saw us improve our results to ensure we met our Business Plan target to exceed 'like' schools, while continuing to close the gap with WA Public Schools.

Median Australian Tertiary Admissions Rank

	School	Like-Schools	WA Public Schools
2020	52.2	60.2	79.3
2021	59.4	56.0	80.3
2022	65.5	54.9	81.9

Like-Schools calculations are the average median ATAR for all schools in each school's 'like schools' grouping. WA Public Schools calculations are the median ATAR for all public school students. There must be at least 10 Year 12 students acquiring an ATAR.

Staff have focused on providing individualised targeted support to students to ensure they are well informed of their progress and regularly attend individual catch-ups with the Year Manager and Deputy Principal (Excellence in Teaching). This work has had a positive impact on where our students are placed in comparison to the rest of the students in the

state. Our 2022 ATAR cohort performed exceptional well compared to not only our past ATAR cohorts but compared to Like-Schools. In 2022 31% of our students were ranked in the middle third, compared to only 17% of like schools.

All our eligible ATAR students from the 2022 cohort and many from our General and Certificate pathways have been successful in securing opportunities to study at university level through the early offer and alternative entry processes.

Percentages of students in the top, middle and bottom thirds of the State

State	ATAR Students					
	School			Like-Schools		
	2020	2021	2022	2020	2021	2022
Top 33%	0%	0%	0%	10%	5%	3%
Middle 33%	9%	6%	31%	20%	15%	17%
Bottom 33%	91%	94%	69%	70%	80%	80%

It is important to note that the DoE have been exploring a new measure of senior school performance which has been shared with schools during 2022 and will be fully implemented for school performance assessment from 2025.

A 2022 focus across the MESH (Maths, English, Science and HASS) areas was the exploration and application of external moderation partnerships for year 7 – 12. HoLAs worked closely with staff to build their capacity to engage in moderation practices within established partnerships across schools within our region. The initial impact of this work is evident in the student performance in the WACE Examination Courses (see table). A marked improvement across the performance of all courses from 2020 is encouraging; with two courses - English and History - performing better than expected.

WACE Examination Courses

Student Performance - ATAR Courses

Course	Performance		
	2020	2021	2022
Chemistry	3		2
English	2	2	1
Geography	3	2	
Human Biology	3	2	2
Mathematics Applications	3	2	2
Modern History	2		1

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6



Priority 3: Learning Environment

Focus Area Description

Establish a learning environment that values attendance and engagement.

Summary

Attendance continues to be a key focus for Gilmore College, we work in partnership with families to maintain and improve attendance for all students. In 2022 our overall attendance (71.9%) moved above like schools (70.5%), however was below WA Public Schools (80.4%). Aboriginal Attendance (52%) decreased and was below both Like Schools and WA Public Schools. Our Student Service and AIEO team worked with students and families to ensure they were engaged in education at Gilmore College with support services to improve their attendance.

Regular attendance (27.7%) and Severe attendance (25.8%) were both areas of improvement for Gilmore College and will drive our Attendance focus for 2023. Our Attendance Officers and Student Services Managers continue to work on non-attendance. We ensure we are case managing those students in the Severe

(below 60% attendance) and Moderate (60-80% attendance) categories through contact home, home visits, work with our Student Services Team members, liaising with Regional Office and working with families on how to support their child back to school or advising them on alternatives.

Regular communication takes place with families regarding unexplained absences and attendance concerns. There is a focus on shifting the Indicated At Risk students (80-90% attendance) to the Regular category (90%+ attendance) with Year Coordinators implementing PBS aligned rewards and support. Educating families on the impact of absence from schools takes place through Connect, social media accounts and at Parent Evenings. Increased Support staff and the introduction of a Compass app parent notification module has seen a reduction in unauthorised absences for All Year groups (10% reduction) and Aboriginal students (5% Reduction).

However, data is evident that further investigation and support needs to be in place to refine our processes.

It is interesting to note the decline with increasing age. It is also important to note that research reveals the direct relationship between better attendance equating to better results. As mentioned previously, an approach to reward improvements in attendance combined with supportive structures within the school, will hopefully yield more positive attendance data. With the lifting of COVID restrictions we also envisage an improvement in attendance in 2023.

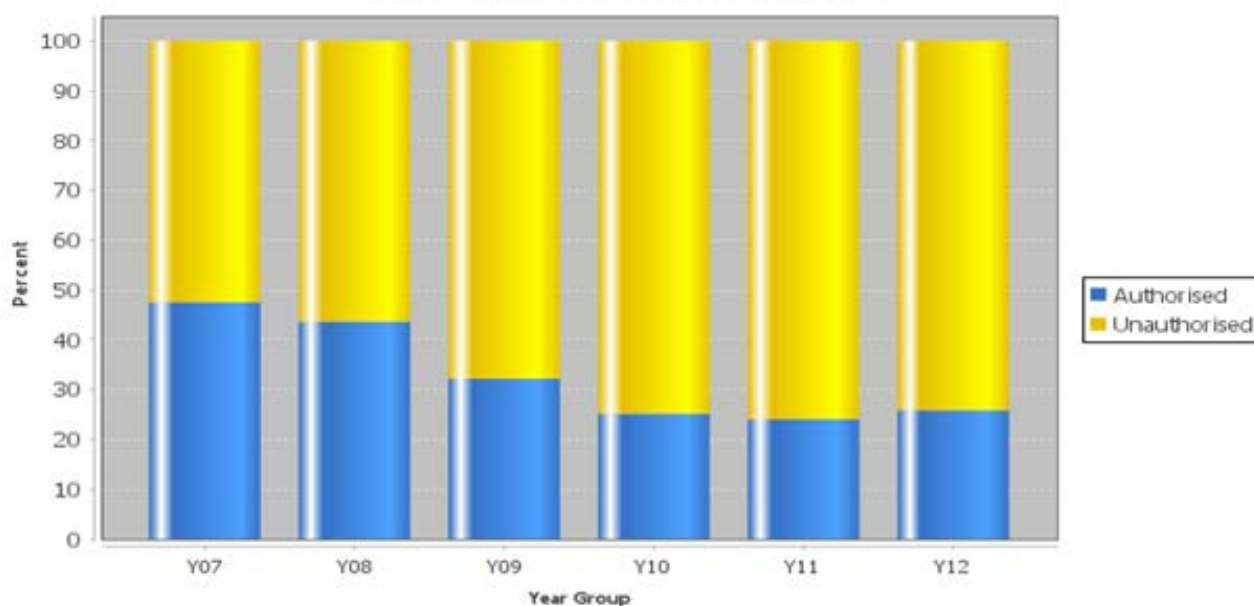
The fundamental Positive Behaviour Support (PBS) philosophy is that positive social behaviour is learned and therefore can be taught. Students can be taught socially acceptable ways of behaving just as one would teach any academic subject. Teaching self-discipline employs the very same instructional concepts used to facilitate academic learning. PBS places a major focus on prevention and the following key elements help create a safe, positive and productive learning environment: In 2022 the Gilmore College PBS Committee met the desired output of 3 events for the year with 4 Whole School events and 4 in-class session delivered by teaching staff with the aim to increase events in coming years.

Overall Attendance - Secondary

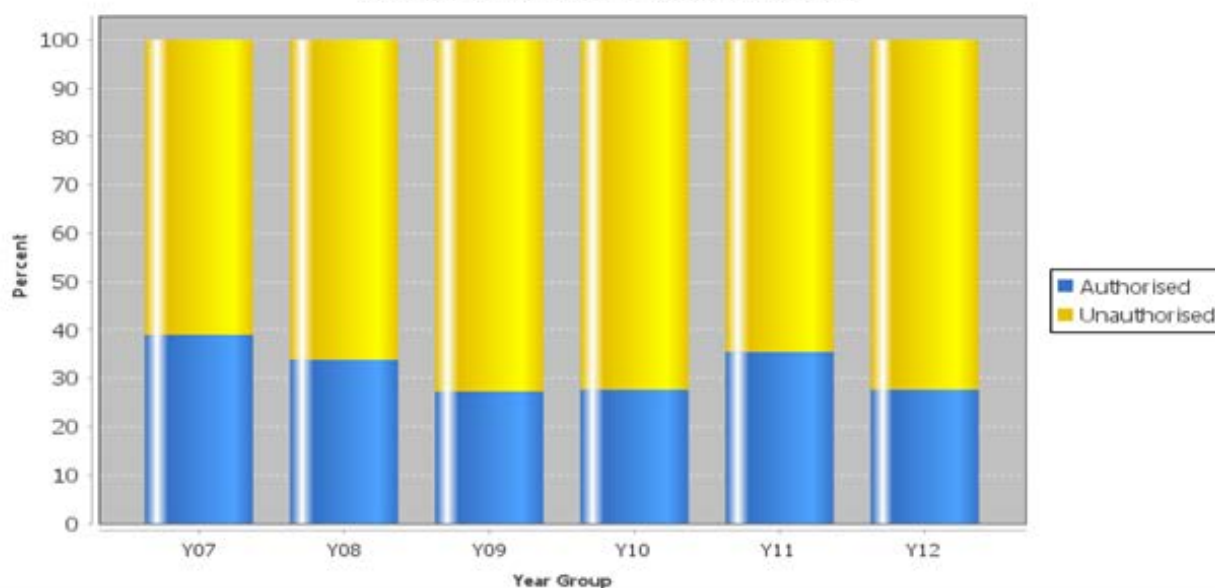
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	81.9%	85.9%	89.2%	61%	67.4%	65.9%	78.8%	81.2%	87.3%
2021	78.7%	83.5%	86.5%	57.6%	63.4%	62.6%	75.6%	77.9%	84.4%
2022	75.3%	77.8%	83%	52%	54.2%	55.2%	71.9%	70.5%	80.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	41.9%	23.1%	17.5%	17.5%
2021	31.4%	27.5%	19.9%	21.2%
2022	27.7%	24.1%	22.4%	25.9%
Like Schools 2022	22.1%	25.8%	26.2%	25.8%
WA Public Schools	40.0%	29.0%	19.0%	12.0%

Overall Authorised and Unauthorised Absence



Aboriginal and Torres Strait Islander Authorised and Unauthorised Absence





Priority 4: Connection with Community

Focus Area Description

The College focus for 2022 has been to 'work in partnership with key stakeholders to enhance the school image and deliver outcomes that reflect community needs'. Our goals have been to develop new and strengthen existing partnerships with local business, industry, schools, universities, services and families. Several strategies have been employed to increase cooperation and collaboration with other educational institutions, to further improve, enhance and increase opportunities for students through transition and career programs. We have improved family and community involvement in school operations and events with a view to increasing student engagement and are actively developing processes that celebrate college successes within the local community and develop a sense of pride in the local school.

The College has been able to far exceed the target of establishing at least 6 major partnerships before 2023 and we have also

exceeded our target measure in College Celebrations. While we have not reached our targets in Transition events and Community events held at Gilmore College, we have improved on 2021 figures overall.

Educational Partnerships

Kwinana Federation of Schools (KFED)

KFED was established as a local Network that supported the needs of Gilmore College and the 7 original partner Primary schools. The main purpose is to maintain clear communication and support structures between the schools to ensure best outcomes for students. This network has now grown to one secondary and 9 primary schools.

Due to the school working much closer within this network, we have seen traditional enrolment numbers grow to an average intake of 200 local students per year over the last 6 years and we maintain more than 90% of our enrolments from within the local area schools. The transition process from Year 6-7 is prioritised by both

schools and as a result parents and community are gaining greater confidence in the education of their children at Gilmore College. Late enrolments from within the local area schools remains an issue of difficulty.

Year 7 Numbers

2017	2018	2019	2020	2021	2022
207	230	238	234	249	179

Local Area Intake Year 7

2017	2018	2019	2020	2021	2022
188 (91%)	202 (88%)	196 (82%)	212 (91%)	235 (94%)	172 (96%)

Out of Area Intake Year 7

2017	2018	2019	2020	2021	2022
19 (9%)	28 (12%)	42 (18%)	22 (9%)	14 (6%)	7 (4%)

Total Numbers (inc. Fee Paying)

2017	2018	2019	2020	2021	2022
1035	1082	1159	1195	1259	1172

PACT Networks

The PACT partnership was the first local area High School network to be established in the early 2000s and used by the Department as an exemplar when setting up the Network structure that is now used across the system. This is achieved through fortnightly Principal Network meetings and regular Deputy Network meetings for PACT in both the areas of Curriculum, and Student Services. Focussing on opportunities for students and best practice in Student Support Services.

South Metro TAFE

South Metro TAFE is integral to the delivery of the major VET pathway projects currently underway at Gilmore College. Their involvement in the Gilmore Electrical and Metals (GEM) program and the Process Plant Operations (PPO) programs, both delivered at the Peron Centre of Excellence Trade Training facility form a vital role in establishing pathways to Industry and University career pathways, post-secondary school.

UWA Aspire

UWA Aspire works with Gilmore College to raise aspirations for tertiary education. This partnership encourages students who

would not normally consider university to see the benefits and opportunities that university study offers. Gilmore College values the relationship with Aspire UWA and involves our students in various tailored activities.

Industry Partnerships

Gilmore College is well situated to the Kwinana Industrial strip and has maximised opportunities to establish partnerships with major industry groups in our local area.

ALCOA

ALCOA commenced a partnership arrangement in 2022 for the provision of the Aboriginal/Torres Strait Islander Student Excellence (ASE) Scholarship Program to promote and develop opportunities for indigenous students at Gilmore College and encourage retention through to the end of year 12 and promote aspiration to careers and further study.

The PTC Steering Committee and Partnership Agreement

This arrangement involves many major industry and educational providers including:

- Honeywell
- ACEPT
- Tronox
- Kleenheat
- Chevron
- STORK
- GOAL
- Mineral Resources
- SANTOS
- Directions Workforce Development; and
- South Metro TAFE

These providers maintain educational opportunities, resources and influence on career education, employment opportunities, strategic development of programs and further study options for students at Gilmore College.

Synergy

Our partnership with Synergy was secured with the involvement in the Virtual Power Plant (VPP) project and the location of the 'big battery' on the grounds of Gilmore College. The provision of support and STEAM resources aligned to this project is closely aligned with future directions in this sphere and the provision of a 1.5-million-dollar investment by the Department of Education in establishing a STEM centre at Gilmore College. Our contractual arrangement with Synergy is due for review in 2023.

Community Partnerships

School Board

The School Board has been a source of increasing parent engagement with new parent members of the board, offering valuable insight to experiences of families, especially those new families transitioning from Primary School. The Board has been supportive and committed to the school's initiatives linked to the School Business Plan, as well as the introduction of PBS and

Fogarty. Student representatives on the Board have been confident in providing feedback on issues of concern to the student body. It has been a solid, reasonably consistent school board, with some changes occurring in 2022, with new members chosen with strong community connections.

Kwinana Industries Council (KIC)

The Kwinana Industries Education Partnership (KIEP) was formalised in 1995 to formalise partnerships between education and industry. It initially formed a strong supportive partnership between 34 Kwinana industries, 21 high schools and tertiary industries. As the partnerships grew the group changed its structure and name to become the Kwinana Industries Council. The KIC Education Partnership was established, in 2011, to build and strengthen relationships, implement projects and improve the connection between Kwinana industries and regional education providers.

The KIC Education Development Programs are about showing high school students in the region the sorts of careers that are available in industry and working with them in a practical sense as to how they might aspire to these sorts of careers. There are two streams under the Education Development Program; the first is the iProjects stream and the second is the Career Pathways Programs stream. Gilmore College has regular student participation in most KIC activities. Through our involvement in the KIC we have also established many formal and separate partnerships with individual industries as mentioned above.

Other Community Partnerships

Gilmore College maintains close working relationships with a number of other community organisations. Including but not restricted to the **Kwinana Zone, Rotary** (who are major supporters of our College Breakfast Club and the Gilmore Greens Robotics program), **The Smith Family** (who are providers of both the Growing Careers Project (GCP) and the Learning for Life (LLF) programs supporting our young people) and the **Murdoch University Volleyball Program** working alongside the Gilmore College Volleyball program to establish extra-curricular activities for our students.





Special Programs

Vocational Education and Training (VET)

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 2022, three 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 Plant Operations (PPO)

In 2022 two cohorts of Year 12 students completed a Certificate II Process Plant Operations in the Peron Trade Training Centre (PTTC). 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. This program not only allows students to

directly enter the workforce through traineeships but is an alternative entry to university. Students have been highly successful in gaining entry to Curtin College to complete a bridging course which allows them to enter their second year of an engineering pathway at university. The coordination of the centre rests with Gilmore College and South Metropolitan TAFE provides 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.

Gilmore Electrical and Metals (GEM)

This double Certificate II program has seen students graduate in 2022 with two Certificate II's – Certificate II Electrotech and Certificate II Engineering. The GEM program is proving to be highly successful with students gaining electrical apprenticeships without having to go to TAFE for extra training. This also includes uptake into mechanical fitting, fabrication

and heavy diesel areas. Two cohorts of students, one from Gilmore College and one made up from students at other local public and private high schools commenced their training in the Cert II Electrotechnology in cooperation with the Process Engineering centre for Excellence and South Metro TAFE. They will continue through SM TAFE - Rockingham, in 2023, to complete their Cert II in Engineering – Metals.

Gilmore Hospitality

The Certificate II in Hospitality is delivered at Gilmore College through an auspicing arrangement with Hospitality Group Training (HGT). These students leave Gilmore College with essential skills necessary to continue training in the hospitality field or enter traineeships. Students are involved in catering functions throughout the year gaining valuable experience to place on resumes and also gain part time work while at school.

Gilmore Building and Construction

With the Building Industry picking up momentum, students completing the Certificate II in General Construction are well placed to secure apprenticeships. The students participate in workplace learning blocks giving employers an opportunity to 'try before they buy' with some students not returning to school as they are offered apprenticeships. The program is delivered on site at Gilmore College by Construction OnSite Training. These employment outcomes remain firmly entrenched as a major KPI for the success of the program.

VET Highlights and Key Events

Gilmore College has built significant industry partners that continue to grow with the Peron Trade Training Centre

(PTTC) getting more recognition as a talent pool for Industry.

- Our Year 11 PPO and GEM students have been fortunate enough to have had driving lessons paid for by Directions Workforce Solutions. This sponsorship provides 'keys to the future' for these students. They are ready for the world of work which involves being able to get themselves to and from the workplace.
- ERGT Australia continues to fully fund safety training for our Process Plant Operations Students.
- Crushing Services International /Mineral Resources Limited donated toolboxes to all GEM students.
- Tronox provided a grant to purchase 3D printers for the Peron Trade Training Centre.
- Recognition Day has become an annual event where our key sponsors and partners are invited to witness our new PPO and GEM students being welcomed into the programs and our Year 12 students graduating. Catering is done by our Year 11 Hospitality students as part of their Cert II training.



Aboriginal Education

2022 saw a few changes in the Aboriginal Education space, with a newly formed Aboriginal education team. Three new Aboriginal and Islander Education Officers (AIEO) were appointed and joined Gilmore College's long-standing AIEO. This new look team managed by the newly created position of Program Coordinator Aboriginal & Torres Strait Islander Education replaced the previous role of Cultural Liaison Coordinator. Clontarf Academy and Deadly Sista Girlz (DSG) programs also sit within the Aboriginal education team and very quickly this team has shown commitment and camaraderie with successes achieved throughout the year.

The Aboriginal education team has gradually gained traction within the school and local community developing partnerships with Aboriginal-led organisations and agencies to ensure Aboriginal and Torres Strait Islander students were provided with numerous opportunities to learn and grow. Success for the Aboriginal education team was the increase in the number of students engaging in an Aboriginal School Based Traineeship (ASBT) with Fremantle Group Training. The Program Coordinator and the AIEO worked diligently to grow the ASBT program which there were two year 12 students and eight year 11 students. One of the highlights during 2022 was the inaugural celebration at Gilmore College of National Aboriginal & Torres Strait Islander Children's Day held annually in August. The school hosted the local Moorditj Kulungar Playgroup with our students interacting with mums & their babies. The Aboriginal education team remained committed to supporting Aboriginal students getting involved in local community events including NAIDOC, Reconciliation and Say

No to Domestic & Family Violence.

Gilmore College have a strong formidable partnership with Alcoa and a new initiative was offered this year with 8 scholarships for Aboriginal and Torres Strait Islander students to support them with the financial costs of schooling and extra-curricular activities. Students were able to purchase laptops, school or sports uniforms and pay school fees and camp costs. This scholarship program was so successful it will continue in 2023.

Deadly Sista Girlz (DSG)

Deadly Sista Girlz (DSG) is an Indigenous Women's Outreach program that provides pastoral care, culturally safe workshops and mentoring throughout all walks of the high school experience. Our DSG Students were involved in bike path murals, Bounce excursions and sporting events with other DSG participants from different DSG high school sites. New staff to DSG provided consistent mentoring and further community engagement to build rapport and leadership amongst DSG students, these strategies implemented have seen an improvement of behaviour and commitment to education. Throughout the year, DSG hosted art therapy with Aunty Lynn Coomer. These workshops gave students the opportunity to connect with art and their mental wellbeing. The highlight of the year was the Bounce excursion where our students played dodgeball, did obstacle courses and attempted to do flips with other DSG students on the trampolines, followed by lunch at Grill'd. Positive reinforcement and consistent mentoring have provided a framework to uplift our proud Aboriginal and Torres Strait Islander students to achieve their goals.

Gilmore Clontarf Academy

2022 Was a great year for the Gilmore Clontarf Academy. We finished the year with 61 boys and an average attendance of 76%. All 7 Year 12s that started the year were able to complete their schooling, culminating with an amazing week in Sydney and the Blue Mountains.

The program places a heavy focus on our weekly activities such as morning training, after school activities, camps and carnivals and all activities were well attended throughout the year.

Highlights of the year included our partner golf activity which saw two boys pair with Clontarf Partners in a round of golf in a team event. We replicated this in Term 4 with a lawn bowls activity where 20 of the Clontarf Partners joined us for a great day at Rockingham Bowls Club. We also ran a 6-week surfing program where the boys were up at 5am to get to Secret Harbour by 6:30am. Every boy persisted and we now have some excellent surfers among the group!

The year was capped off with our awards night which was attended by 150+ students, family members, school staff, Clontarf partners and key community members. It was a great way to finish the 2022 year.

Follow the Dream (FTD)

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 students to continue achieving excellent outcomes at school.

In 2022, Gilmore College supported 86 Year 7-12 aspirant Aboriginal students across four Secondary Schools - Gilmore College, Baldivis Secondary College, Warnbro Community High School and Safety Bay Senior High School.

The average school attendance for the entire Follow the Dream cohort for 2022 was 79%. The 6% decrease in the school attendance across the FTD cohort from 2021 (85%) was primarily due to COVID related absences.

Key Events

- Three FTD students were announced winners at the City of Kwinana Lyrik Awards Ceremony.
- Two FTD students were selected to attend the Curtin University Indigenous Summer School.
- FTD student Tyson Kelly won the RSL Citizenship Award and the Strathalmond Male Sportsperson Award at the Year 12 Valedictory.



Volleyball

The Gilmore College Volleyball Program (GCVP) experienced many changes throughout 2022, with several changes in staffing throughout the year. As part of those staff changes, we were pleased to include in the Program the President of the Murdoch University Volleyball Club (MUVC) for 6 months, who brought with her a wealth of experience in coaching, and worked with us in fostering a partnership between the GCVP and MUVC. We are very proud that 5 of our students exceptionalism in volleyball led to four of them being selected for the Mens' Division 1 (top) team at MUVC, and the other being selected for the Womens' Division 2 team, which led to MUVC approaching the club about a partnership. From this partnership, we have negotiated many opportunities for development for the students, including access to high quality coaches, opportunities to work for the club as referees, and look forward to 2023 where we plan to expand the partnership even further.



In 2022, we had around 110 students actively participating in the Program each week, from Term 1 Week 4 until Term 4 Week 7. We brought students to 5 interschool competitions, as well as taking 3 teams through the WA Volleyball Junior League each Friday throughout Terms 2 and 3, and some private matches against MUVC and Aquinas College. Through these competitions, we experienced great success bringing home 4 Gold medals, 2 Silvers, and having nearly all of our teams make the top 3 teams in finals across every division in each competition, in which two of our students were awarded MVP of their competition bracket in the WA Schools Cup. Lastly, we were able to initiate the umpiring training program in 2022, leading to 25 of our students and 3 of our staff accredited Volleyball referees, which has led to them broadening not only their own understanding of the game, but assisting their peers to improve their understanding as well. We are particularly pleased that two of our students who completed this program have so far gone on to referee Division 1 Men's and Women's matches, and are currently working their way up to being able to referee State League matches, which for them has not only represented a vast growth in competence, but also in personal confidence both on and off the court, and skills in people and conflict management in an emotionally charged setting while remaining impartial.

In 2023 we look forward to commencing the Recreational Pursuits Endorsed Program that will allow our players to count their participation towards their WACE attainment and take part in the Australian Volleyball Schools Cup in December where students will represent the College at the National level.



Robotics

In 2022, FIRST Australia nominated Gilmore Gigabytes to represent the country in June 2022 at the FLL Open International Championship in Krasnoyarsk, Russia. However, the trip was cancelled due to the Russia-Ukraine conflict, covid-19 worries and the high costs of sending the team to the Russia event.

The team changed its name from Gilmore Gigabytes to Gilmore Greens to reflect the FLL 2022 theme on renewable and 'green' energy. Gilmore Greens won the champion awards at the Atwell Regional Competition and Curtin University WA District National Championships. They were nominated to compete at the FLL APOC 2023 in Sydney, Australia, happening in July 2023. If this is pushed through, this will be the first-time members of the Gilmore Robotics Team will be able to travel and compete 'face to face' at an international level.

FIRST LL APOC stands for For Inspiration and Recognition of Science and Technology Lego League Asia Pacific Open Championships. It is a STEM-based competition that prepares young people for the future, developing innovative solutions and robotic missions with their own coding. This competition invites robotics & innovation champions from more than 20 countries worldwide.

Academic Extension Program

The purpose of the Gilmore College Academic Extension Program (AEP) is to further the development and skills of students who exhibit high level or outstanding aptitude and talent in different learning areas by providing an appropriately challenging curriculum for each student through enrichment and extension activities.

In 2022 the Mathematics, English, Science and Humanities Learning Areas focus was to build student capacity in being successful in assessments. To support this, staff redesigned the format of tests and conducted smaller, more frequent assessments to enable staff to regularly provide valuable, explicit feedback to students.

In order to provide opportunities for students to enrich their learning, staff arranged a variety of curriculum focused excursions and incursions, entered students in a range of academic competitions, and identified and utilised higher-level resources for AEP classes.





TTFM Survey and Organisational Health

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

This survey has been conducted in the middle part of Term 1, from 2018 to 2022 and forms part of our ongoing reflection on aspects of school satisfaction within the community, as a whole. The survey was initially administered externally through our participation in the Fogarty Foundation EdVance School Improvement Program. This survey will continue to be administered in subsequent years as a school initiative. The survey focuses on providing a voice to three distinct members of the school community.

Students in the TTFM survey:

Over the last five years, students identifying that they value school outcomes has declined by 3%, although there has been a 5% improvement in 2022. The number of students who regularly truant has increased again by a further 1% to almost 19% of the total student body. Overall though, we have seen an overriding upward trajectory in most positive measures from student data, although,

again, there are some clear areas that remain to be addressed, including attendance and punctuality. There has been a 5% improvement in the percentage of students who are interested and motivated in their learning with approximately 47% now stating they are engaged. Levels of anxiety amongst students has decreased by 6% to 35% of students during 2022 and levels of depression have similarly dropped by 8% and self-esteem has subsequently increased by the same amount. Student opinion on the relevance and rigour of their learning experiences remains relatively high. Students' feeling of safety at school has increased by 6% and there has been a subsequent increase in feelings of having support or advocacy, either at school or at home and positive student-teacher relationships are also showing an increase. You can see in the graphs below that student aspirations to finish year 12 remaining relatively consistent but a desire to attend university has increased by 4%.

Families in the TTFM survey:

Overall parents' feelings of being welcome

at the school has improved since 2021. There is a general feeling of a decline in inclusivity but also 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 an area the school will continue to improve in), and that they are taking a greater role in supporting their children's learning at home. It is clear that the biggest area of concern remains the safety of children whilst at school although even this measure has lifted from a factor 3.9 to 5.3/10.

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 a high proportion of parents reporting bullying and that physical and cyber bullying have been the greatest risk to their children in the 30 days prior to the survey. Despite this, Verbal and Cyber bullying remain the most prevalent.

Teachers in the TTFM survey:

Teachers identified overall strength over the last two years in school inclusivity, learning culture, teaching strategies, collaboration and data informed practice. There is still a perception amongst teachers generally, that technology could be better utilised in the school although that has shown an upward trend, as has an acknowledgement of increased parental involvement.

It was clear that leaders could 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 and a more sharing environment with respect to resource and assessment sharing. 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. Teaching strategies were viewed very positively but there is a view that regular feedback to students is an area of concern. Technology could still be better utilised by students and staff in tracking student progress towards their goals and by teachers to provide feedback on learning.

'Parents as Partners' Parent Survey Report 2021



'Parents as Partners' Parent Survey Report 2022



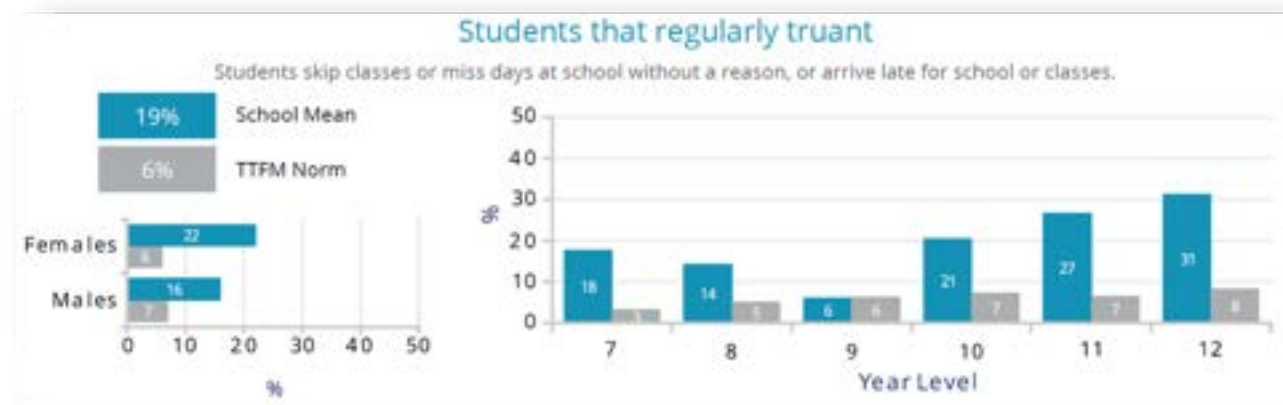
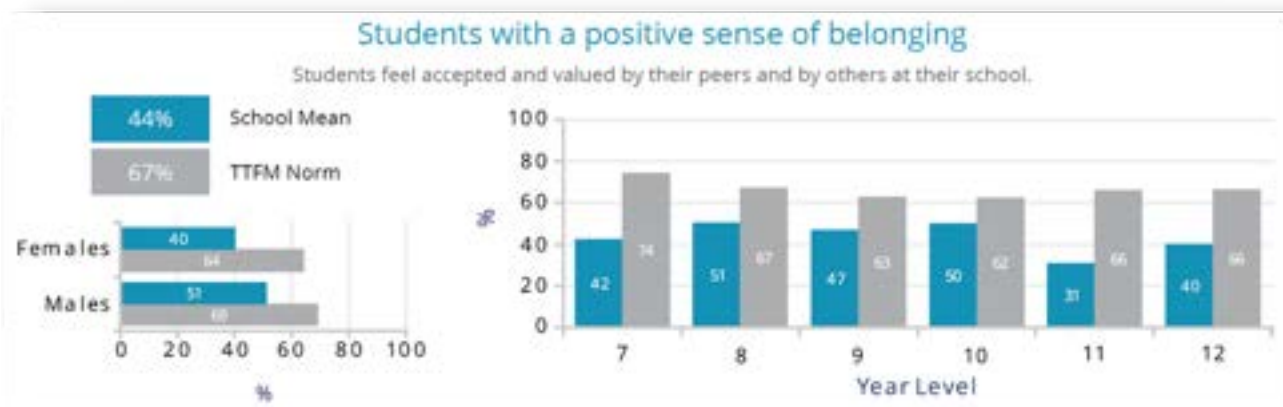
'Focus on Learning' Teacher Survey Report 2021



'Focus on Learning' Teacher Survey Report 2022

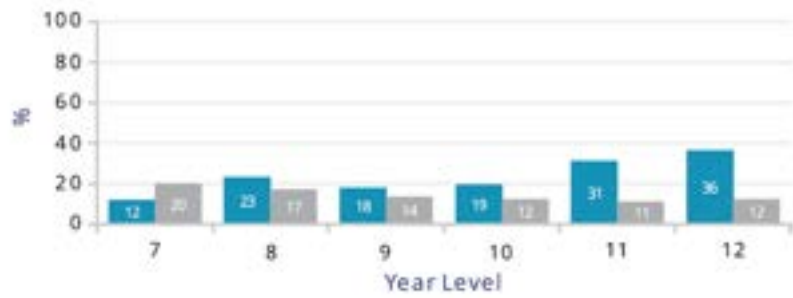
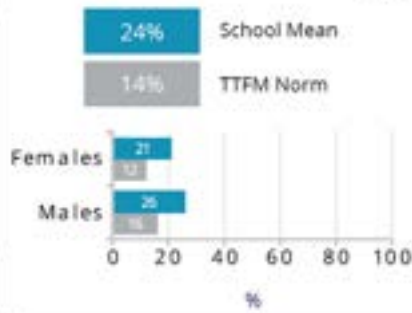


'Student Outcomes and School Climate' Student Survey Report 2021



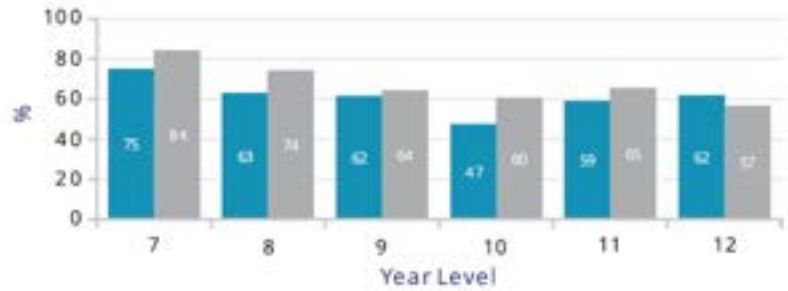
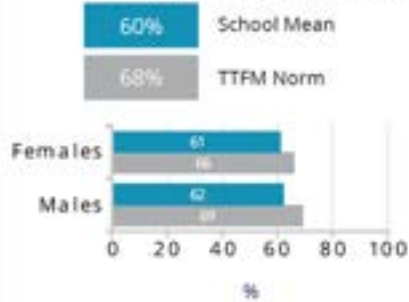
Students planning an apprenticeship or VET/TAFE course

Students plan to pursue a trade or apprenticeship program.



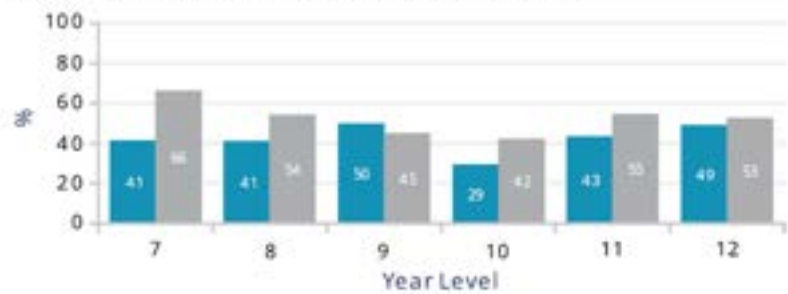
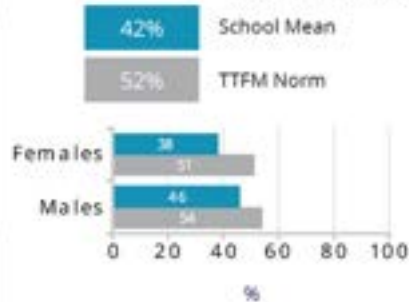
Students that value schooling outcomes

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



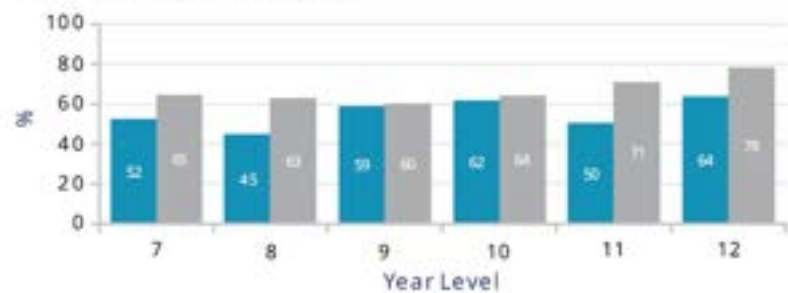
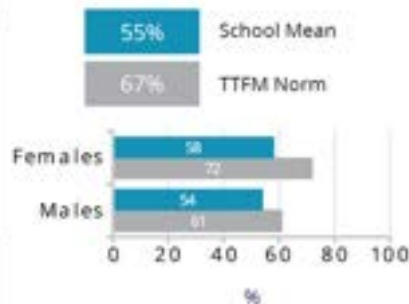
Intellectual engagement composite

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.



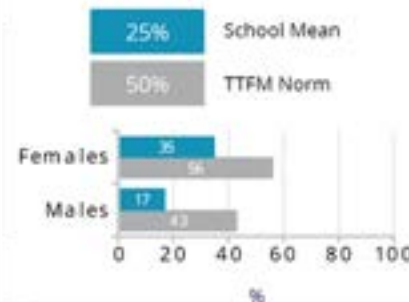
Students planning to finish Year 12

Students plan to finish high school.

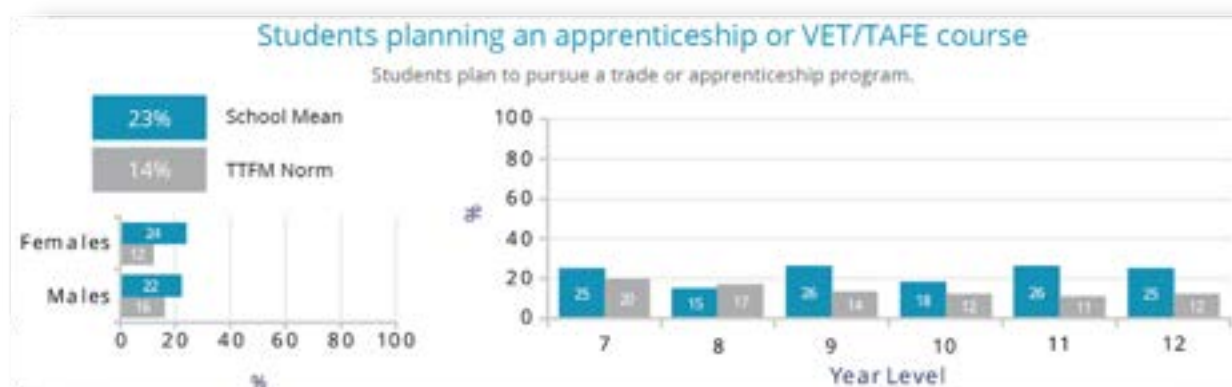
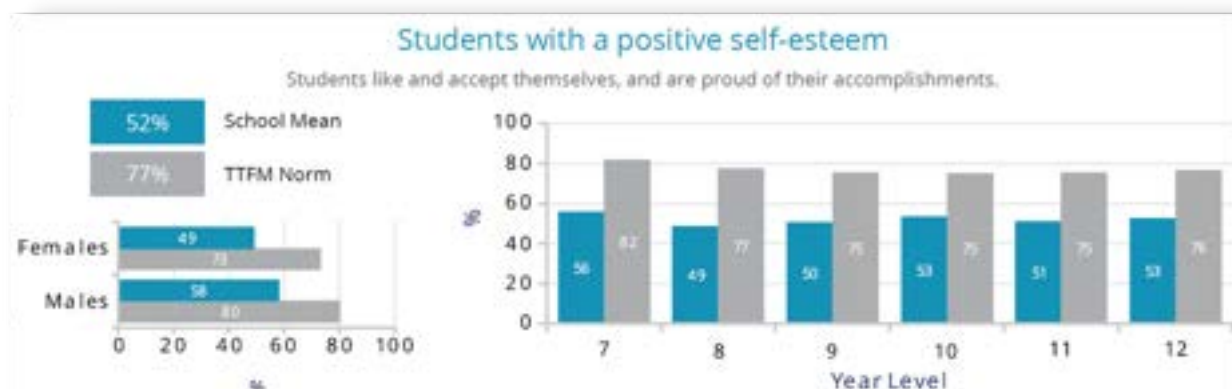
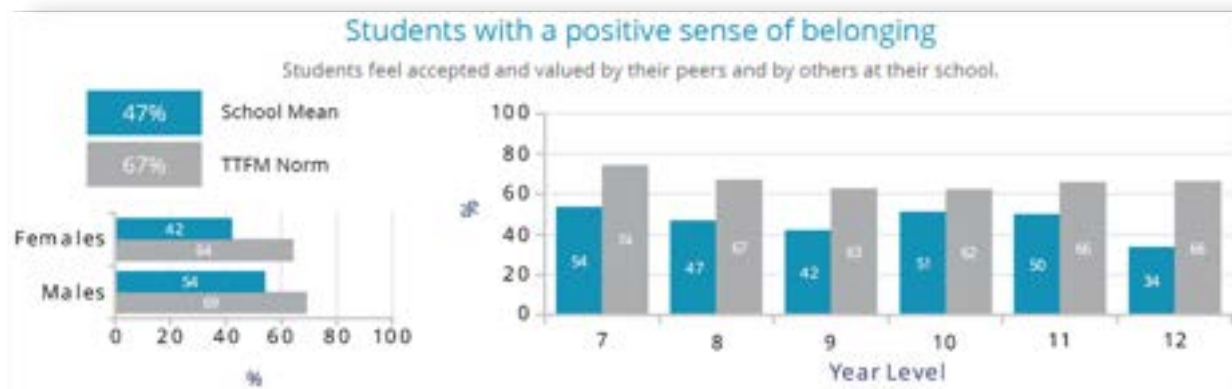


Students planning to go to university

Students plan to attend university.

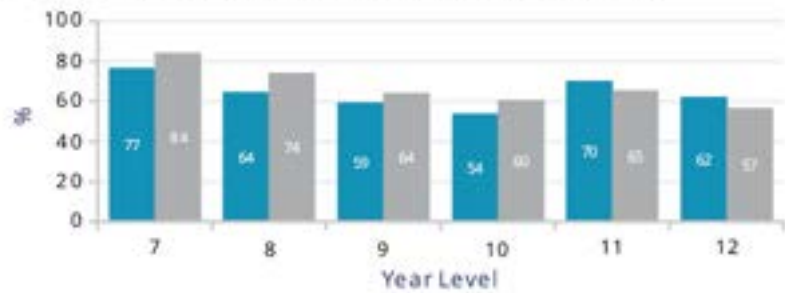
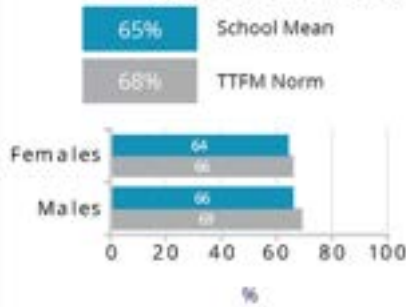


'Student Outcomes and School Climate' Student Survey Report 2022



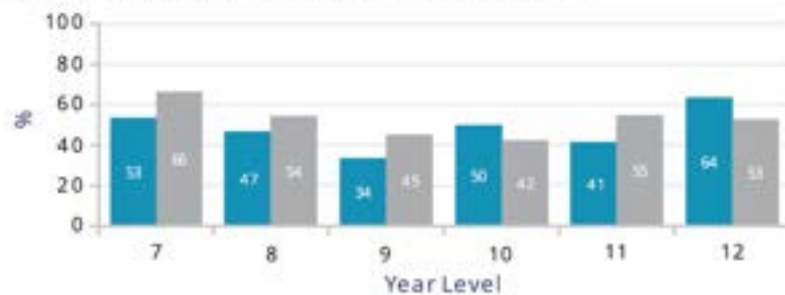
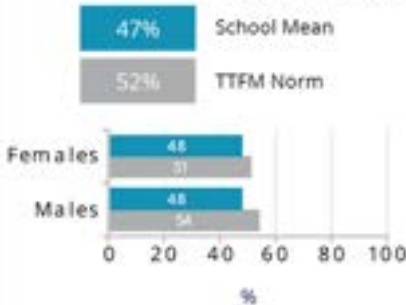
Students that value schooling outcomes

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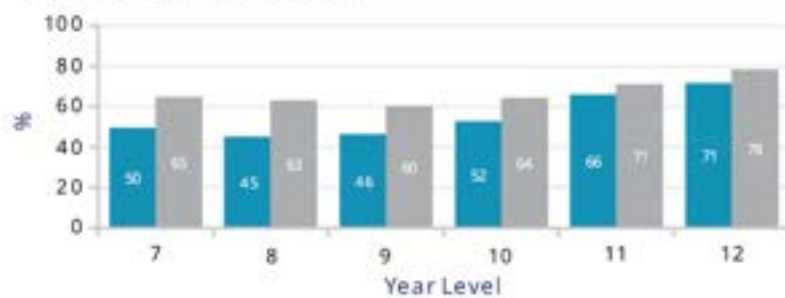
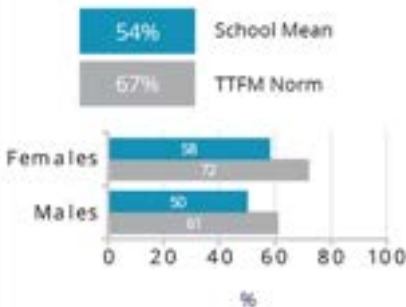
Intellectual engagement composite

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.



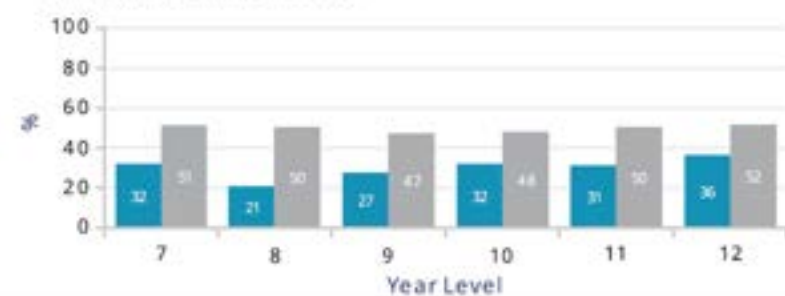
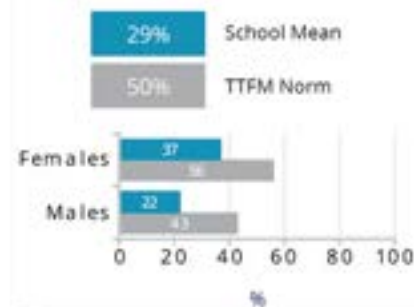
Students planning to finish Year 12

Students plan to finish high school.



Students planning to go to university

Students plan to attend university.



School Trend Reports 2022

Social-Emotional Outcomes



Skills (grades)-challenge



Academic Outcomes



DRIVERS of Student Outcomes



School Culture Organisational Health

Measured from 2018 until 2022

Between 2018 and 2022 Gilmore College participated in an annual survey to assess school culture and organisational health. This survey is conducted in February or 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.

Between 2018 and 2020 the school's overall health score rose from the third quartile to the top decile but dipped again in 2021 back to the third quartile and has dropped further in 2022 to the bottom quartile. This was due to a variety of reasons but has led to a renewed focus on staff satisfaction in 2023.

Further improvements can be linked directly to the following necessary changes within the school:

- Improved consequence management in the Accountability domain.
- Greater emphasis on competitive insights in terms of External Orientation domain.
- Improved talent development or staff capacity and a desire to bring in more outsourced expertise in the Capabilities domain.
- Provision or more challenging leadership in the Leadership domain.
- More performance transparency in the Work Environment domain.
- More top-down innovation and seeking of external ideas in the Innovation and Learning domain.
- Greater emphasis on people performance review in the Coordination and Control domain.
- Provision of rewards and recognition and development of our leaders in the Motivation domain.

And:

- more employee involvement in the Direction domain.

Staffing Information

In 2022 Gilmore College had 67 teaching staff, 18 administrative staff and 43 FTE support staff, combining to an overall 128 staff providing an overall FTE of 114.3 (Some staff are working part time).

All 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

Valedictory

KSHS Gilmore College Alumni VET Scholarship:
Ryan Langeard

KSHS Gilmore College Alumni ATAR Scholarship:
Jeannine Nimbona

Old Flames Alumni Scholarship Program (Sponsored by Alcoa)

Year 11 Sustainability Scholarship
Travis Corkill

Year 11 Creative Arts Scholarship
Marikit Morales

Year 11 Hospitality Scholarship (VET)
Cody Salisbury

Year 11 Building & Construction Scholarship (VET)
Jordy McCallion

Rotary/Valk Scholarships

Year 12 Sustainability Scholarship
Dairene Gaye Sotelo

Year 12 Creative Arts Scholarship
Abigail Sayloon

Year 12 Hospitality Scholarship (VET)
Skylar Marriott

Year 12 Building & Construction Scholarship (VET)
Patrick Simona

GEM Program Assistance

*Mitt Yeang, Miguel Macaraeg, Ezra Keynes, Noah Crew,
Tama Oakley, Tynan Rooney, Kiana Apiata, Yoshinori
Peseta*

Kiah Rignall Memorial Scholarship

Lexus Pirika

Valedictory Awards

Subject Awards

Dance General
Visual Arts General
Certificate II Creative Industries Media
Certificate II Visual Art
English (ATAR)
English (General)
Literature (ATAR)
Business Management & Enterprise General
Career and Enterprise General
Geography (ATAR)
Geography (General)
Modern History (General)
Modern History (ATAR)
Mathematics Application (ATAR)
Mathematics Essentials General
Maths Methods (ATAR)
Human Biology (ATAR)
Human Biology (General)
Psychology General
Chemistry (ATAR)
Chemistry (General)
Certificate III Fitness
Health Studies General
Outdoor Education General
Physical Education Studies
Applied Information Technology General
Certificate II Workplace Skills
Certificate II Hospitality
Food Science and Technology
Certificate III Information Technology
Children, Family and Community
Design Technical Graphics
Materials Design & Technology Metals
Engineering Studies
Certificate II General Building & Construction
Workplace Learning

Jeannine Nimbona
Ashleigh Zilli
Georgia Scanlon
Aldren Ngoho and Chloe Whincup
Kate Braza
Georgia Scanlon
Sylvera Berso
Lilly Andrew
Jam Nacario
Jeannine Nimbona
Jam Nacario
Martha Reeves
Jeannine Nimbona
Lachlan Mitchell
Ashleigh Anzic
Vince Sayson
Amy Adams
Margaret Tampus
Georgia Scanlon
Tran Ho
Taige Sullivan
Logan Kelly
Ashleigh Anzic
Ranesch Maha Kalihas
Lachlan Mitchell
Georgia Scanlon
Mikaela Panganiban
Skylar Marriott
Jeannine Nimbona
Lachlan Strahan
Wanida Khunwan
Deegan Patrick
Ryan Langeard
Ryan Langeard
Troy McCue
Skylar Marriott

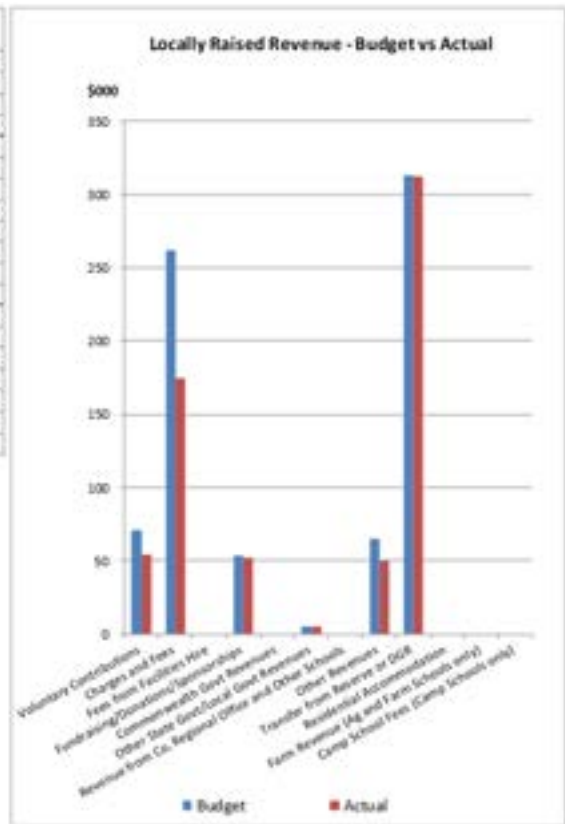
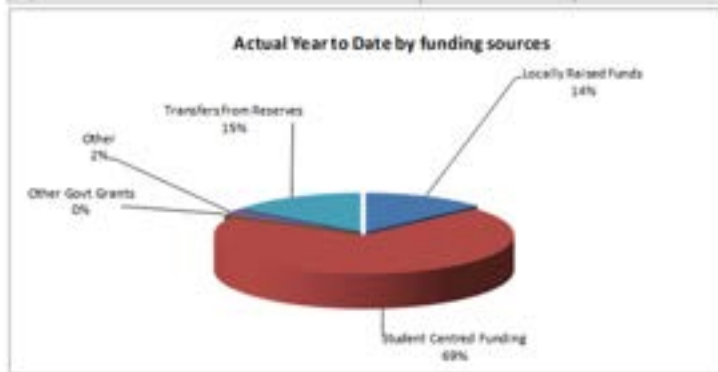
Special Awards

Koorliny Arts Award
ADF Long Tan
ADF Future Innovators
Strathalmond Trophy - Female
Strathalmond Trophy - Male
RSL Citizenship Award
Youth Leadership Award
Robert Guest GEM Award for Excellence
Greg Guppy Process Engineering Award for Excellence
Most Industrious Effort
Most Improved Student
AMPOL Best All Rounder
Premier Student - General
Premier Student - Vocation Education and Training
Premier Student - ATAR

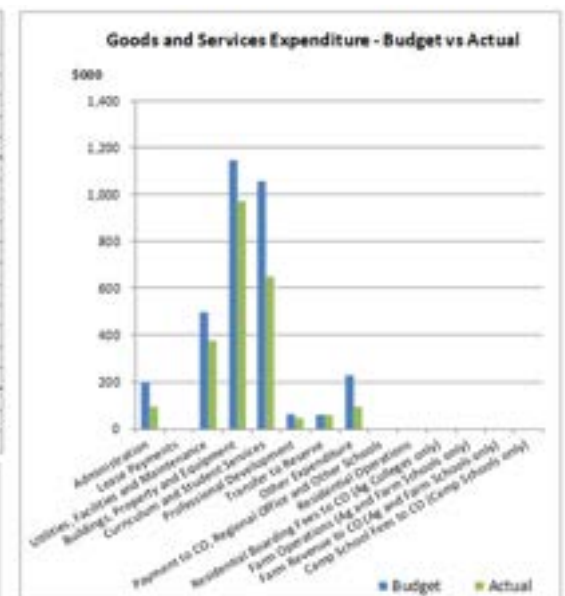
Amelia Shortland
Deegan Patrick
Tran Ho
Sonya Beaman
Tyson Kelly
Tyson Kelly
Aliyah Mahusay
Ryan Langeard
Jay Deegan-Heath
Skylar Marriott
Ashleigh Tester
Lachlan Mitchell
Ashleigh Anzic
Ryan Langeard
Jeannine Nimbona

2022 Financial Summary

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 70,500.00	\$ 54,458.96
2. Charges and Fees	\$ 262,353.00	\$ 174,607.09
3. Fees from Facilities Hire	\$ -	\$ -
4. Fundraising/Donations/Sponsorships	\$ 53,304.37	\$ 52,103.37
5. Commonwealth Govt Revenues	\$ -	\$ -
6. Other State Govt/Local Govt Revenues	\$ 5,000.00	\$ 5,000.00
7. Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8. Other Revenues	\$ 64,805.75	\$ 49,728.47
9. Transfer from Reserve or DGR	\$ 313,177.99	\$ 312,137.67
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 768,951.11	\$ 648,034.96
Opening Balance	\$ 1,096,522.10	\$ 1,096,522.10
Student Centred Funding	\$ 1,451,458.35	\$ 1,451,458.35
Total Cash Funds Available	\$ 3,316,931.56	\$ 3,196,015.41
Total Salary Allocation	\$ 14,435,484.00	\$ 14,435,484.00
Total Funds Available	\$ 17,754,415.56	\$ 17,631,499.41



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 197,731.08	\$ 93,349.81
2. Lease Payments	\$ -	\$ -
3. Utilities, Facilities and Maintenance	\$ 496,011.70	\$ 374,071.04
4. Buildings, Property and Equipment	\$ 1,344,728.40	\$ 972,780.81
5. Curriculum and Student Services	\$ 1,055,830.38	\$ 647,596.48
6. Professional Development	\$ 62,550.00	\$ 44,799.96
7. Transfer to Reserve	\$ 58,009.04	\$ 58,009.04
8. Other Expenditure	\$ 227,873.01	\$ 96,173.42
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	\$ 3,242,733.56	\$ 2,286,720.38
Total Forecast Salary Expenditure	\$ 14,010,324.00	\$ 12,757,878.00
Total Expenditure	\$ 17,253,057.56	\$ 15,044,598.38
Cash Budget Variance	\$ 76,298.00	



Cash Position Components	
Bank Balance	\$ 2,728,914.85
Made up of:	
3 General Fund Balance	\$ 911,295.08
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,786,963.51
5 Suspense Accounts	\$ 58,380.31
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (7,304.00)
Total Bank Balance	\$ 2,728,914.85

Glossary

AEP	Academic Extension Program
AEIO	Aboriginal and Islander Education Officers
AP	Associate Principal
ATAR	Australian Tertiary Admission Rank
DoE	Department of Education
DSG	Deadly Sista Girlz (Wirrpanda Foundation)
ESAT	Electronic School Assessment Tool
FTD	Follow the Dream
FTE	Full Time Equivalent
GAT	Gifted and Talented
HASS	Humanities and Social Sciences
HOLA	Head of Learning Area
HPE	Health and Physical Education
IAP	Individualised Attendance Plan
IBMP	Individualised Behaviour Management Plan
IBP	Individual Behaviour Plan
ICT	Information and Communication Technologies
IEP	Individualised Education Program
KPI	Key Performance Indicators
LOTE	Languages Other Than English
MCS	Manager Corporate Services
MESH	Maths, English, Science and HASS
MRS	Mandatory Reporting System
NAPLAN	National Assessment Program – Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
OSI	Online Student Information
PACT	Peron Alliance Curriculum and Teaching
PBS	Positive Behaviour School
PEC	Process Engineering Centre
PPO	Process Plant Operations
PTC	Peron Training Centre
RTP	Reporting to Parents
SAIS	Student Achievement Information System
SARS	Student Attendance Reporting System
SCSA	School Curriculum and Standards Authority
SIRS	Student Information Record System
SOAR	Supportive, Organised, Aspirational and Resilient
SRMS	Student Record Management System
SS	Student Services
STAN	Mathematics Recovery Program
STAR	Reading Recovery Program
STEM	Science, Technology, Engineering and Mathematics
STEAM	Science, Technology, Engineering, Arts and Mathematics
TAFE	Technical and Further Education
TISC	Tertiary Institutions Service Centre
TTFM	Tell Them From Me
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASN	Western Australian Student Number
WASSEA	Western Australian Secondary School Executives Association
W/C	Work Connect
YC	Year Coordinator
YM	Year Manager





Supportive Organised Aspirational Resilient

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