



Department of  
Education

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Public education  
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# Gilmore College

## Public School Review

February 2020

# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Gilmore College is located in the suburb of Orelia, approximately 37 kilometres from the Perth central business district, within the South Metropolitan Education Region.

Originating as Medina Junior High School, the college was established in 1956. It became Kwinana Senior High School in 1959 and was then re-built as a middle school for students in Year 7 to Year 10 in 2008, as Gilmore College. It transitioned to a secondary school for students from Year 7 to Year 12 in 2011.

Gilmore College gained Independent Public School status in 2013.

The college has an Index of Community Socio-Educational Advantage rating of 907 (decile 9). It currently enrolls 1193 students from Year 7 to Year 12, 16 per cent of whom are Aboriginal.

Support for Aboriginal students is provided through the Wirrpanda Foundation Deadly Sista Girlz program, the Graham (Polly) Farmer Foundation Gilmore Follow the Dream program and the Gilmore Clontarf Academy.

In addition to pre-tertiary options, vocational education and training pathways provide development and extension opportunities for students with an interest in pursuing a career in a broad range of areas such as a Certificate II in Engineering; Certificate II in Process Plant Operations; and a Certificate IV in Nursing.

The College Board comprises college, parent and community representatives, who have an important influence on the direction of the college in terms of strategic planning and community partnerships.

## School self-assessment validation

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The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the college context, strategic and operational foundations and planned directions.
- Preparation for the Public School Review was aligned to ongoing procedures for the developing self-assessment and improvement processes at the college.
- A range of evidence regarding college practices and performance was selected for analysis.
- During the validation visit, a cross-section of college leaders, teachers, support staff, students, parents and community members elaborated on the evidence and planning intentions described in the ESAT submission.
- There is alignment between performance evidence, judgements and plans for improvement.
- College Board representatives engaged openly in the validation visit, providing insights to enhance college direction.

The following recommendation is made:

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

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<b>Relationships and partnerships</b>	
<p>Staff unity in relation to college direction is palpable. Staff and College Board representatives advocated strongly for the improvement focus. There is a genuine commitment to ‘transforming positive relationships into meeting the unique learning needs of every student’.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Engaging and respectful relationships exist between staff, students and leaders as evidenced in survey data.</li> <li>• Professionally supportive relationships underpin positive staff morale and a culture of passionate commitment to the students and college.</li> <li>• Cross-sectoral, education and industry partnerships make a positive contribution to the engagement and achievement of students, aiding transition outcomes to and from the college for students at educational risk.</li> <li>• College Board representatives engage actively in consultation about strategic direction. They are trained, committed to their role and add value to the college improvement process.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to build on the productive higher education partnerships to enhance the quality of academic pathways for students.</li> <li>• Enhance relationships with Department of Education and external service providers to enrich student support opportunities.</li> </ul>

<b>Learning environment</b>	
<p>Leaders and staff are deeply committed to the ‘complete care’ of students. Significant college resources have been assigned to develop a focus on student and staff support through the operations of the student services team.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Establishing and maintaining a safe, friendly, calm and orderly learning environment is a strong focus of the college staff.</li> <li>• Student services staff have identified and provided quality intervention programs and support strategies for students at educational risk.</li> <li>• There is a strong commitment to ensuring comprehensive wraparound support for students through timely and thorough interventions.</li> <li>• Student behaviour expectations (supportive, organised, aspirational and resilient) through the Positive Behaviour Support (PBS) framework, have been articulated clearly and supported diligently to ensure a more positive learning environment.</li> <li>• Attendance concerns are being addressed through improved protocols for monitoring and support.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Embed consistently, the protocols for monitoring student attendance.</li> <li>• Continue to embed low variance when responding to student misbehaviour by ensuring common language and practice amongst staff.</li> </ul>

## Leadership

Leaders have created and are embedding an organised, structured, aligned and supportive work environment where staff are provided clarity about the purpose for all actions. This is complemented by explicit: expectations; support for implementation; and accountability.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Participation in the Fogarty EDvance program provided the framework for streamlining planning aligned to an evidence base and 'moral purpose'.</li> <li>• Transition between the strategic and operational elements of school planning is modelled effectively by leaders. This ensures the efficacy of school processes through consideration of student and staff needs.</li> <li>• The value of leadership practices is enhanced significantly by the unity, trust and respect evident in the conduct of members of the executive team.</li> <li>• Commitment to a calm and orderly learning environment and its alignment to the core business of teaching and learning underpins key directions.</li> <li>• Quality performance management systems ensure staff development is monitored regularly.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Prioritise the capacity building of, and succession planning for, staff, through a formalised aspirant program.</li> <li>• Maintain an associate partnership with the Fogarty Foundation to benefit from collegial support mechanisms.</li> <li>• Continue to engage deeply with the <i>Aboriginal Cultural Standards Framework</i> towards cultural responsiveness.</li> </ul>

## Use of resources

Resource deployment is aligned strategically to long-term and short-term planning and is reflective of identified need to ensure effectiveness. Budget processes are both strategic and intentional in ensuring fiscal efficiency.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Student Characteristics Funding is used to implement a range of evidence-based programs successfully, to support improved student outcomes and mitigate social disadvantage.</li> <li>• Human resource recruitment and management processes are strategic, providing a workforce committed to sustainable programs and practice.</li> <li>• The manager corporate services plays a key role in strategic resource management and is recognised as an integral part of the executive team.</li> <li>• The Finance Committee members are well informed with decision making founded on improved student learning and/or personal growth.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Continue to embed processes for asset management and replacement.</li> </ul>

## Teaching quality

There is a school-wide understanding of the need to build a performance culture around high expectations to underpin the college's improvement journey.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A strong foundation for a whole-school instructional model (WSIM) has been established through staff research and shared commitment.</li> <li>• Staff selection in the 'TeachWell' and 'Expert Engagement' programs have been instrumental in promoting the WSIM.</li> <li>• The formulation of a staff behaviour matrix has enhanced alignment between PBS behaviour expectations, Fogarty EDvance planning and performance management and development.</li> <li>• Learning area moderation processes in Year 7 to Year 10 are establishing a foundation for low variation in senior school judgements.</li> <li>• The initiation of a 'Data Walk' process biannually, has promoted staff understanding of contextual evidence to support self-assessment.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to embed the WSIM in teaching and learning.</li> <li>• Embed processes for the rigorous monitoring of moderation practices across all learning areas and year levels.</li> </ul>

## Student achievement and progress

Staff understand and appreciate the value of evidence-based decision making. Students' performance against school targets and longitudinal data are shared and analysed by staff to inform cohort and classroom planning for improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Positive trend lines are evident in all NAPLAN<sup>1</sup> assessments, from 2015 to 2019.</li> <li>• School means were similar to or above the like school mean in all NAPLAN assessments in 2019. Student progress (Year 7 to Year 9) was higher than like schools in all areas except writing in 2017 to 2019.</li> <li>• Average scaled scores for senior school courses were within the expected range or above in 2019, where more than six students were enrolled.</li> <li>• Median Australian Tertiary Admission Rank (ATAR) performance has increased annually and has been above like schools since 2017.</li> <li>• Literacy and numeracy progress between Year 9 NAPLAN and the Year 12 OLNA<sup>2</sup> is well above like schools and the State.</li> <li>• Vocational pathways ensure student engagement and success. High numbers of students complete Certificate II, III or IV AQF<sup>3</sup> qualifications.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to develop support programs for ATAR students with a view to achieving levels of performance above those of like schools.</li> <li>• Continue to embed whole-school support programs to enhance WACE<sup>4</sup> achievement.</li> </ul>

## Reviewers

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Brett Hunt  
Director, Public School Review

Kerry Chipchase  
Principal, Lesmurdie Senior High School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2023.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Online Literacy and Numeracy Assessment
- 3 Australian Qualifications Framework
- 4 Western Australian Certificate of Education