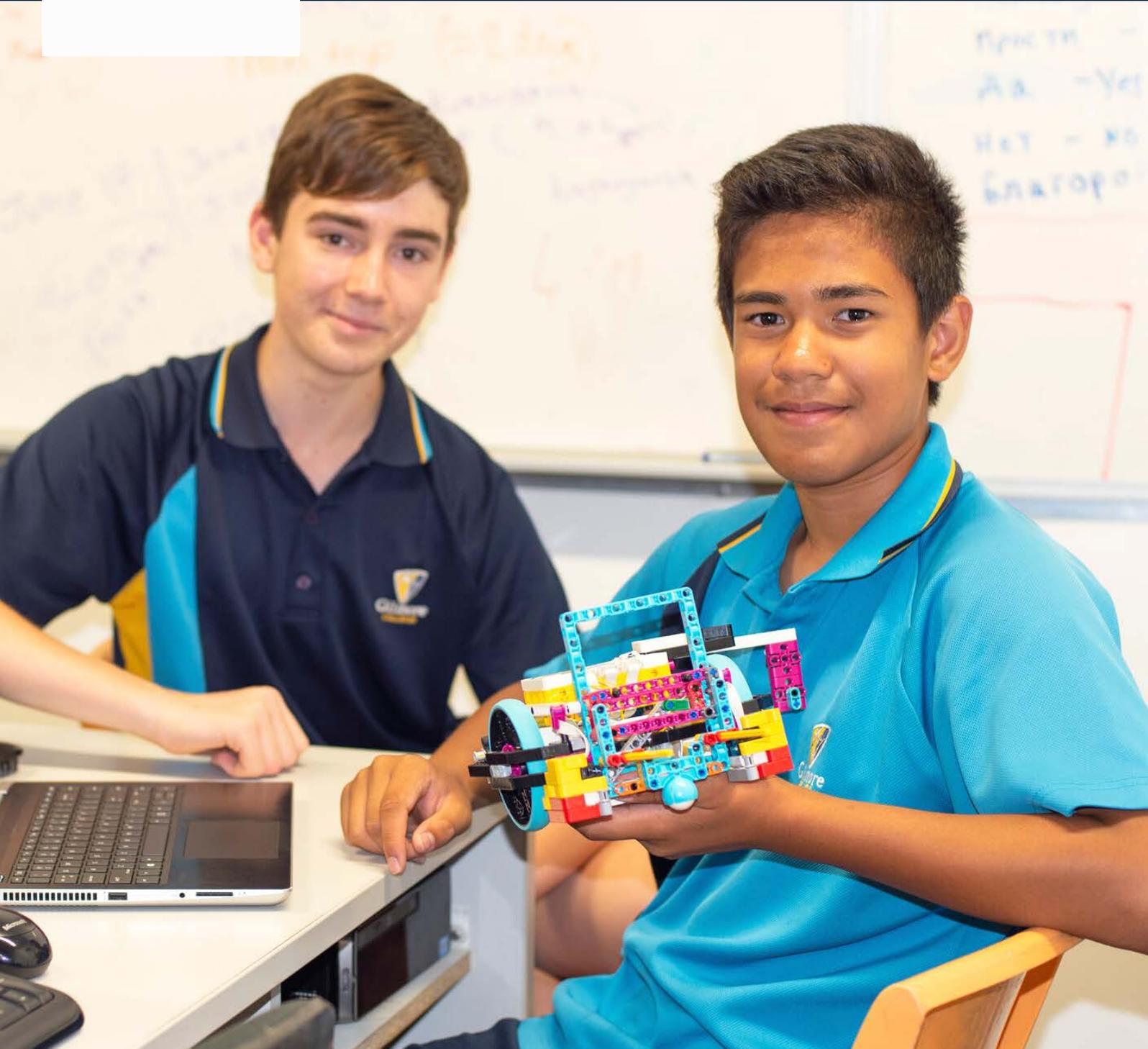




2021

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 2021 school year. Indeed, there are some positives and challenges to be seen in the College data for 2021 but we anticipate another great year of improvement and growth in 2022. The global pandemic continues to challenge our community and again in 2021 adjustments to our teaching and learning program had to be made to ensure the safety of our students and staff. This again has impacted our College data but we will make clear the challenges and celebrations in this report that our data presents. 2021, despite these challenges saw the College continue its 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 2019 and 2020.
- Reporting on our annual budget and accounts (please find a detailed financial summary on the final page of this report).

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. Although 2020 saw this measure drop slightly, 2021 saw again an improved result, reflecting the hard work of our ATAR 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 James Langeard achieving the Gold Medal in the World Skills Engineering Category adding to our already formidable record with Jack Button and Maliki Morales success in the preceding competition in 2019. Our Year 9 and 7 students produced outstanding NAPLAN results as a cohort at Gilmore College and adding further improvement to the significant gains made in 2019. This continued success was recognised by the department of Education in awarding a Certificate of Recognition of Academic Excellence to Gilmore College for 2021. A number of students were still in receipt of places in our public and private universities through early offers having applied directly to the Universities. 13 students however applied via TISC and a further 11 students applied for University via General pathways. Of these 24 students, 18 were offered places and of these 6 have enrolled for 2022. Our Year 9 students were given the opportunity to sit the NAPLAN testing in 2021, having previously sat as year 7 students in 2019. A fantastic effort by these students saw us achieve in the High Achievement, High Progress category for 3 of the 5 categories of NAPLAN testing and bordering on this for the remaining two areas. 2021 was the final year as part of the Fogarty Foundation's EdVance School Improvement Program. We will remain affiliated with the Fogarty program as part of the 2022 Alumni to further 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

2021 saw the development of our new Business planning cycle and the College Business Plan 2022 – 24 is now in the final

stages of editing.

I look forward for 2022 to watching the school continue to benefit from strong governance, a dedicated Alumni association, a highly motivated team of staff, best practice solutions in Aboriginal education, a PBS team that has made us S.O.A.R. since 2016, literacy/numeracy and whole school instruction teams and the focus on and improved support services for staff and students, all working in the area of student support who strive to provide outstanding support for our students.

All of our people live diligently by our moral purpose:

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

Thank you to all students, families, staff and the Board for your continued support and cooperation in helping us through a complex 2021. I continue to expect big things, improvement and innovation from Gilmore College, your local school.



DEAN GURR

Gilmore College, Principal



Chairman's Welcome

Following a Covid affected year in 2020, 2021 has proved to be an outstanding year for Gilmore College in which educational activities returned to closer to normal and the School has returned to delivering incremental improvements in results and other educational outcomes. Certainly a return to business as usual has been very welcome. We had the welcome news of improved educational results being achieved by the 2021 cohort including strong ATAR results and NAPLAN scores as well as several sensational individual outcomes.

The year started with the bitter sweet news of Principal Smith's elevation to a more senior mentoring role in the Department's Fremantle Regional office. We are all very proud of Principal Smith and very sad to lose him from the Gilmore College community.

Deputy Principal Gurr moved seamlessly into the Principal's office and immediately gained the support of the professional staff and the leadership team with a "steady as she goes" approach to the role of Principal. Congratulations to Mr Gurr on the

completion of his first year as Principal.

The College's support and administrative staff also found themselves on the "front line" in 2020 and this continued into 2021. An enormous thank you to all College staff for your commitment and professionalism during this year.

The College's relationship with its community of supporters continues to be a feature of Gilmore College. Thank you to the Kwinana Industrial Council, the City of Kwinana, Alcoa, Rotary, Clontarf, the Smith Family and other community organisations and individuals. 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.

In 2021 the Board was able to contribute to a more regular mode of business and did so in a very willing and collaborative manner. I sincerely thank all our Board for their contribution both individually and as a team.

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 particular aspects as data becomes available. This has included:

- WACE Data, including Graduation, Attainment, ATAR and VET
- Attendance Data
- Workforce Plan Review
- College Budget
- WACE OLNA 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 2021 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 the virus, 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. 2022 should see a further improvement in the situation.

Congratulations to Cygnet House on a wonderful performance to take out the College Athletics Carnival. Student participation in this and the wide array of events during the year was sensational.

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

2021 College Board

Community Members

Carol Adams

Mandy Grubb

Tanya Halliday

Sandra Lee

David Redpath

Parent Members

Tweety Hinchcliffe-Chen

Tabita Hunter (for David Purcell)

Trixie Rhodes

Laurie Walker

Andrea Webb

Staff Members

Dean Gurr

Carole Reed

Kellie Sadler

Cheryl Tate

Tracy Hughes

James Langeard - Worldskills Gold Medalist



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 transform positive relationships into meeting the unique learning potential of every student' drives interactions between all 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.

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 2018 – 2021 were:

- 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 cultural programs and support

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. 2021 also saw the appointment of a Cultural Liaison 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, 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 Review

At the commencement of each school year the management team of Gilmore College pause to review the previous year. At the start of 2021 the team, which consists of HOLA's, Program Coordinators, Student Services Managers and the Executive Team conducted a review based on system data.

All staff in leadership positions throughout the school are now asked to contribute to an online repository of data, analysis of performance and the formation of lines of enquiry in line with the domains of our previous independent review (2020) as a matter of course. The key questions focussed on are:

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

All Teacher Leaders within the Management Team (Heads of Learning Area) have now completed professional learning through the Fogarty Foundation with similar staff from other Fogarty schools in 2020 and 2021 and have worked alongside a mentor to develop strong data analysis skills 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 other key teaching staff and management team members in 2022.

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

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

This work did take the entirety of term 1 2021 to complete and was 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

has continued to provide 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 has committed to embedding this activity in our annual Cycle of Self Review.



Performance Against Our Targets

● Achieving
 ● Progressing
 ● Not Achieved

Performance	Achievement Target	Desired Measure 2021	Actual Measure 2021
●	Mean NAPLAN scores 7: Reading, Writing and Numeracy	At or Above Like Schools In All Test Types	At Like School in Reading but below in Writing and Numeracy
●	Mean NAPLAN scores 9: Reading, Writing and Numeracy	At or Above Like Schools In All Test Types	Above like schools in all test types
●	Median ATAR	At or Above Like Schools	59.43 compared to 59.2 Like Schools
●	WACE Achievement	Target 80%	58% Improved from 52.2% in 2020
●	Pre-Qualification Level OLNA (All 3 Categories)	Target 15%	31.5% Improved from 10.1% in 2020
●	OLNA Year 11 Qualified in all 3 Categories)	Target 70%	50.8% Improved from 47.7% in 2020
●	OLNA Year 12 Qualified in all 3 Categories	Target 85%	58.7% Down from 79% in 2020
●	Number of staff Employing Aspects of Whole School Instructional Model 50% of Contact Time	Target 100%	Data not available, 92% in 2020, improved from 80% in 2019
●	Number of Staff Engaged in Performance Management Process	Target 100%	52/84 HASS, Arts, Clerical, Patterson Ballantyne
●	Percentage of Staff to Have Undergone High Impact Instruction PL, e.g. CMS, IS, Fogarty, TeachWell etc.	Target 30% – 40%	44.7% of staff completed 2021
●	% of Staff Using Whole School Literacy Conventions	Target 100%	Data not available for 2021, 80% in 2020, improved from 70% in 2019
●	% of Staff Using Whole School Numeracy Conventions	Target 100%	Data not available for 2021, 80% in 2020, improved from 70% in 2019
●	Reduction in Unexplained Absence Via SARS	Target 50%	Sem 1 2021 – 76% Sem 2 2021 – 81% Year Total 2021 – 78%
●	Regular Attendance % Sem 1	Target 50%	31.4%
●	Regular Attendance % Sem 1 for Aboriginal Students	Target 25%	12.1%
●	Good Standing (Regular Attendance, Nil Unexplained Absences, No Suspensions, 3 or Less Times Out of Uniform, 3 or Less Negative Behaviour Entries.	Target 70% across all year groups	Year 7 – 45% Year 8 – 67% Year 9 – 39% Year 10 – 62% Year 11 – 32% Year 12 – 76%
●	Supportive ABE 3 – Shows Courtesy and Respect for the Rights of Others	80% at Consistently or Often	77.3%
●	Organised ABE1 – Works to the Best of Their Ability	80% at Consistently or Often	65.9%
●	Aspirational ABE 7 – Sets Goals and Works Towards Them With Perseverance	80% at Consistently or Often	62.9%
●	Resilient ABE 6 – Is Enthusiastic About Learning	80% at Consistently or Often	65%



VET Selection Pathways

Our award winning VET selection 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 strong and meaningful partnerships with business, industry and community organisations within the Kwinana area, the TAFE sector and the Kwinana “industrial strip”. Our VET Selection 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 Engineering and Electrotechnology (Double Certificate course - GEM), Hospitality, Building and Construction and Process Plant Operations. Our Process Plant Operations program and the new GEM (Gilmore Electrical and Metals) program are now delivered both on site and at TAFE for students at Gilmore College and a separate program in both of these areas is also available for school students, at other PACT schools between Kwinana and Comet Bay.

Apart from these Selection VET programs, a number of stand-alone VET courses are delivered at the college to cover a raft of further links to employment or further training. These programs cover Certificate II's in areas such as Business, Visual Arts, Creative Industries, Sports Coaching and a Cert III in Information Technology.

A number of our indigenous students also were able to access ASBT's in 2021. The school has also pursued profile opportunities in the following areas:

- Animal Studies
- Nursing - Rockingham Senior High School

Similarly, students in our Engagement Program also completed a number of skill sets in the following areas:

- Construction
- Automotive
- Hospitality
- Child care



ATAR Pathways

ATAR - Australian Tertiary Admissions Rank pathway

In 2021, 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 remains an option for students who wish to undertake Physics or Mathematics Specialist studies. From 2021 to 2022, we are moving through a process of review of our ATAR offerings to better suit the interests and needs of our students, with new courses being offered for the first time in 2022 and further changes planned for 2023. It is our aim through the ATAR pathway to assist students in meeting their full academic potential and in 2021 our students achieved a median ATAR of 59.4 which was again in excess of our like schools. All our eligible ATAR students from the 2021 cohort and many from our General and Certificate pathways have again 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

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 2021, four 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 (PPO)

Late in 2016 Senator Dean Smith officially opened the Process Engineering Trade Training Centre for Excellence at Gilmore College. In 2021 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 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.

KIC Metals 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 thirteen year 12 KIC School Based Trainees commenced their studies in 2020 and completed the program in 2021. We thank the Kwinana Industrial Council for their support over the many years of this flagship program's operation.

Gilmore Electrical and Metal (GEM)

While we mourn the ending of the KIC SBT program, we celebrate the birth of the new Gilmore Electrical and Metals (GEM) Program, which replaced the KIC SBT

program from year 11 in 2021. This double Certificate II program will see students graduate in 2022 with two Certificate II's, which we envisage will increase the achievement and range of apprenticeships to students in the program. 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 of Excellence and SW Metro TAFE. They will continue through TAFE, in 2022, to complete their Cert II in Metals Engineering.

Gilmore Hospitality

9 Students completed their Certificate II in Hospitality under the watchful eye of Mrs Debra Glanville and the oversight of HTG training group. These students leave Gilmore College with essential skills necessary to continue training in the Hospitality field or enter apprenticeships.

Gilmore Building and Construction

Out of the original 8 students enrolled in the Cert II Building and Construction - Pathways, 3 Students completed the qualification in 2021. A large proportion of our original students in this and other specialist Certificate programmes are successful in securing apprenticeships before the end of year 12 and leave the programmes as incomplete, despite the success of the programme in securing employment outcomes. These employment outcomes remain firmly entrenched as a major KPI for the success of the program.

Volleyball

Gilmore College Volleyball started in 2015 with 9 female students playing during their

recess break. This evolved into our first participation in the Volleyball Western Australia Schools Cup. In 2021 the school had roughly 120 students and 16 teams entered in up to 5 tournaments this year. In 2021, the school had one of its most successful years winning 7 champion and 11 runners up medals.

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.

Robotics

The Gilmore Robotics team, the 'Gilmore Gigabytes' continue to shine in both the local and International arena. They ably competed in the Virtual Open Invitational but were also one of only two schools in Australia to complete in the Asia Pacific Open Championship. The year culminated with success at the finals of the First Lego League Challenge, Nationals District Championships WEST, where the team was offered a place in the Russian Open Championships in 2022.

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. Students complete a Certificate II in Foundation Skills for Work.



Classroom Observation for Staff Development

With a strong and prioritised initiative at Gilmore College centering 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. The coaching and feedback relate to teacher efficacy in working towards identified school priorities. This was first implemented in 2018 and has continued throughout 2021.

Stage Two involves all school staff being observed teaching for a portion of their lesson by members of the school Executive Team. In 2021 these Exec. Observations resulted in individualised feedback to staff on low key techniques aligned to the Classroom Management Strategies Professional Learning, the commencements of lessons and

completions and exit procedures of lessons. Feedback, positive in nature, was provided in writing to participants and aligned to the principles of the growth coaching methodology and further linked to the AITSL Teachers framework and Leadership framework.

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

The participation of Gilmore College in the final year of the Fogarty EdVance School Improvement Program from 2018-2021 has led to the relentless focus on aspects of Professional Learning focussed on improved delivery, planning, assessment and evaluation of teaching and 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 2021 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. There was a renewed focus on NSSI and Suicidal Ideation in teens. 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.

Staff Processes Around Staff Wellbeing

Our year 8/9 Year Manager took over the role of developing a Staff Health and Well-Being Committee in 2021. The committee focussed on the stress and workload issues of staff and through a coordinated approach across Learning Areas developed a sequence of activities over the course of the year to keep staff focussed on work life balance and the need for self-care. 0.2 FTE was devoted to coordinating this approach.

Improvement of Compass Database Software 2021

Through 2021 the school continued the implementation of the Compass data base suite. Designed to more accurately record and report student attendance, behaviour, disabilities,

mental health and some academic data, this has become an established tool across the school. It has been invaluable in improving the recording of student data.

TeachWell Masterclass

Continuing our commitment to improved teacher quality in 2021, we again sent two cohorts of staff to the 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. The cost of this opportunity is around \$2200 per staff member. This was again 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.

Secondary Teacher Leaders Workshops

In 2021 we sent the remaining L3 Management staff who had not yet undertaken the training to participate in the Secondary Teacher Leaders Network training. 2022 sees almost the entire Management team having undergone the training. Our intention is to now start to roll this training out to a new tier of participants.

CMS and Instructional Strategies

In 2021 Gilmore College decided to extend our relationship with the CMS program to a new level. Accessing Ms Helen Hocking to complete her refresher in the CMS training modules. Ms Hocking has been allocated time to work alongside staff in developing better CMS classroom management and instructional strategies for, especially our beginning teaching staff. These evidence based programs provide experienced teachers with a refresher on their classroom coverage and management to ensure the best learning outcomes for students. This has involved providing 0.4 FTE devoted to the program in 2021 and an observation and feedback cycle for individual staff through a trained mentor. Further FTE will be made available in 2022 to enhance and improve the availability of this training for staff.

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 implemented a new approach to meeting the numeracy needs of students with our new STAN program. We continue to monitor these programs for their effectiveness at improving NAPLAN and OLNA results and improved graduation figures. We have already seen improved NAPLAN achievement in year 9, which was the first cohort of STAR students in year 7. We look forward to data that will also show the benefits to STAR students beyond 2021.

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 concluded for Gilmore College in 2021 after a negotiated 4th year in the program. 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 from 2019 to 2021 and we hope to see these results maintained and even improved upon in 2022.

Positive Behaviour Support Activities - SOAR

2021 was our 6th year 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. 2021 saw the establishment of a new leader of PBS within the school with Mr Nicholas Hong taking on the mantle from Ms Emma Moore.





Literacy and Numeracy Working Party Committee

During 2021, 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 2021, after feedback from all Learning Areas, new whole school literacy and numeracy priorities were established.

Reading Priority:

- Improve students' capacity to use

precise vocabulary

- Improve students' capacity to recognise the structure and distinguishing features of a familiar text type

Writing Priority:

- Improve students' capacity to use accurate sentence level punctuation
- Improve students' capacity to write grammatically correct sentences

Numeracy Priority:

- Improve students' ability to read and interpret tables, graphs and charts
- Improve students' capacity to make correct conversions

Building staff capacity is a key focus for the Literacy and Numeracy Working Party Committee. In order, for all teachers to enhance students' literacy and numeracy outcomes, professional development sessions have been presented at School Development Days and at the Literacy and Numeracy Working Party meetings. A toolkit of strategies has been offered by the Learning Support Manager, the HOLA

of Mathematics and the HOLA of English. This has enabled teachers to gain a greater understanding of the whole school priorities and develop best-practice pedagogical delivery. It has been pleasing to see that teachers at Gilmore College do not see the improvement of literacy and numeracy outcomes as only within the domain of English and Mathematics teachers but as a whole school focus.

The Whole School Literacy and Numeracy Working Party committee has also endorsed the Explicit Direct Instruction model as the Instructional Improvement practice that will best support students to improve their literacy and numeracy outcomes. As a whole school priority, the EDI model has been embraced by all Learning Area teachers. By teachers explicitly stating Learning Intentions and foregrounding subject-specific and technical language at the start of the lesson, children have a better understanding of expected learning outcomes. Similarly, when teachers implement 'I do, We do, You do' strategies throughout the lesson and facilitate plenary sessions at the end of the lesson, children will be able to access and engage with learning experiences in a more rigorous and meaningful manner.

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. The Corrective Reading Program (STAR) has been effectively used as an early intervention strategy for students with very low levels of reading and writing skills. The Corrective Reading Program replaces 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. Three more classes were added to the Corrective Reading Program due to its success in 2020.

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 was introduced to Year 7 and 8 students. Like the STAR program, the maximum class size limit is 15. The STAN program has focussed on the development of number and measurement skills. In 2022 the STAN program will be extended to Year 9 students.

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 2021, Gilmore College supported 60 Year 7-12 aspirant Aboriginal students. The Follow the Dream Outreach program supported 21 of these students undertaking their Year 11 and 12 studies at nearby Secondary Schools (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 2021 was 85%.

Key Events

Nanga Bush Cultural Camp Dwellingup

Many of our Year 7 & 8 Aboriginal students had the opportunity to attend a two-day

camp with a focus on gaining additional insight about Aboriginal practices and protocols. This was a great opportunity for students and staff to learn from Aboriginal elders and reconnect with culture through storytelling, tool making and traditional dancing.



City of Kwinana Education Scholarship Winners

Several FTD students applied for a City of Kwinana Education Scholarship for 2022. Four FTD students were successful in

securing a scholarship for next year - 1 x Year 12 FTD student and 3 x Year 11 FTD students. An Awards Ceremony was held on Tuesday the 7th of December to celebrate their success. Winning these scholarships should be an additional impetus for continued success in 2022.



Robotics

Follow the Dream has been involved in robotics again this year. Gilmore College has achieved some great success with this STEM based activity. We are looking to have additional Aboriginal students join the robotics program in 2022

University Opportunities

Several of our Year 8 Aboriginal students attended the Year 8 Science Discovery Day on Tuesday the 16th of November. This was a great opportunity for students to undertake some "hands-on" science related activities led by current Aboriginal tertiary students.

Student Achievement 2021 - Literacy and Numeracy

- 100% of Year 7 students at or above national minimum standard NAPLAN Year 5 Reading.
- 92% of Year 7 students at or above national minimum standard NAPLAN Year 5 Writing.
- 100% of Year 7 students at or above national minimum standard NAPLAN Year 5 Numeracy.
- 100% of Year 8 - 9 students at or above national minimum standard NAPLAN Year 7 Reading.
- 80% of Year 8 - 9 students at or above national minimum standard NAPLAN Year 7 Writing.
- 80% of Year 8 - 9 students at or above national minimum standard NAPLAN Year 7 Numeracy.
- 89% of Year 10-12 students at or above national minimum standards NAPLAN Year 9 Reading.
- 74% of Year 10-12 students at or above national minimum standards NAPLAN Year 9 Writing.
- 95% of Year 10-12 students at or above national minimum standards NAPLAN Year 9 Numeracy.
- 84% of Year 10-12 students achieving OLNA Reading.
- 89% of Year 10-12 students achieving OLNA Writing.
- 73% of Year 10-12 students achieving OLNA Numeracy.

Senior Secondary Achievement 2021

- 71% (10) Year 12 Follow the Dream students achieved a WACE.
- 7% (1) Year 12 Follow the Dream students had an ATAR enabling university entry.
- 7% (1) Year 12 Follow the Dream students had an ATAR.
- 79% (11) Year 12 Follow the Dream students completed a Cert II or higher.
- 79% (11) Year 12 Follow the Dream students (Attainment Rate).
- Median ATAR 7% (1) Baldivis Secondary College Follow the Dream Outreach student, achieved an ATAR score of 88.6.



Positive Behaviour Support

Here at Gilmore College, we SOAR together in everything we do. SOAR is the motto for our Positive Behaviour Support (PBS) Program. The four acronyms are:

- S** – Supportive
- O** – Organised
- A** – Aspirational
- R** – Resilient

PBS is a framework that all Gilmore teachers use to teach and reteach expected behaviours to students. It is characterised by a shared universal language to minimise the differences in approaches to behaviour management in the classrooms.

Towards the end of year 2021, the PBS committee refined the “Behaviour Matrix” by compiling staff and students’ feedback. The new PBS matrix will be rolled out in 2022. New and returning staff will be introduced to the PBS framework and equipped with the tools and strategies to implement the PBS model in their classroom practices.



Key PBS activities:

2021 – PBS Committee Chair Nicholas Hong

- The team renewed the PBS Raffle Ticket/House Point rewards menu to make rewards more enticing to students. Raffle draws were done in whole-school assemblies to promote students' interest in engaging the PBS reward system.
- The team offered to relieve yard duty for the teacher who allocates the winning raffle ticket to encourage more buy-in from the staff. Around 36,600 tickets were given out in 2021 alone.
- The team had implemented a fortnightly target behaviour cycle that aligns with the targets contained in the PBS matrix. This initiative was data-driven and backed by Student Services in response to sub-standard behaviours among the students at times. It provided teachers the opportunities to teach the expected behaviour and relate to the newly launched PBS matrix.
- End-of-term PBS reward activities were held in the final weeks of each term to reward students who had consistently demonstrated the SOAR values. Some of the events included Principal's Lunch, Silent Disco, etc.
- The team joined hands with Student Services and youth workers to provide PBS lessons on R U OK day. Students were taught how to engage in a mental health conversation tactfully with someone they care about.
- The team is committed to expanding the PBS presence in the school and revitalising the House System in 2022. A series of proposals are being set in motion and it will be an exciting year for the students!



Academic Extension Program

The purpose of the Gilmore College Academic Extension Program 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 environment that provides challenge and where students can work with peers who share similar interests, aspirations and abilities. At the beginning of each academic year students in Years 8-10 are selected into the Academic Extension Program (AEP) based on academic achievement. Year 7 students are selected based on their semester one academic achievement. The AEP is primarily about academic rigour using an appropriately challenging curriculum to develop student knowledge, understanding and work ethic to support successful completion of ATAR courses in Senior School. Parents are kept informed of student progress and any concerns are communicated with parents prior to any withdrawals from the program. The Gilmore College Academic Extension Program has two streams:

- Maths / Science
- Humanities and Social Sciences / English

Students may be selected for one or both

streams. Each stream has two classes.

Regular collaborative meetings with Heads of Learning Areas from Mathematics, English, Science and HASS and AEP teaching staff are conducted throughout each term. Teachers are required to show evidence of extension and enrichment activities undertaken by students in AEP classes. Teachers are also required to differentiate the curriculum to ensure students are challenged through a rigorous, accelerated teaching and learning program.

Enhanced by the use of formalised exams, the overall results achieved across Years 7 to 10 are a clear sign that students are generally well prepared for Senior School by the time they complete Year 10.

Historical trends from 2017 to 2021 show the grade distribution for the academic extension classes in each learning area have increased in the number of students achieving A-B grades.

The introduction of the Pivot Student Perception Survey encourages student voice and feedback in order to continually improve how we create and deliver rich learning experiences in AEP classes.





Our Results

National Assessment Program Literacy and Numeracy (NAPLAN)

Gilmore College’s aspirational target for 2021 was to improve student academic performance from below ‘like school’ performance to match ‘like school’ performance in NAPLAN. The tables below show the performance of Year 7 and Year 9 students of Gilmore College measured against ‘like schools’ in the 2021 tests. The 2021 test period was very successful with the highest number of Year 7 and Year 9 students tested compared to previous years. Gilmore College was fortunate to avoid the disruptions experienced by other schools during the day of testing.

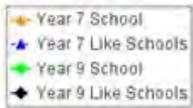
Upward trends in NAPLAN data is a result of the continued whole school approach to Literacy and Numeracy imbedded in the planning of all Learning Areas.

Performance in all test types for Year 9 were up for average test scores and students achieving above the National

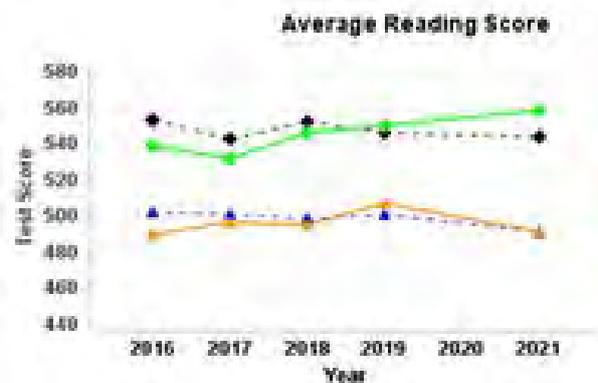
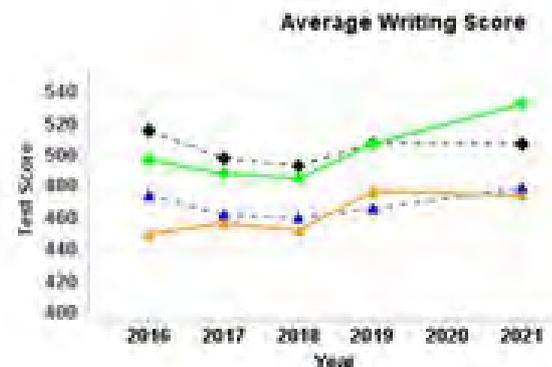
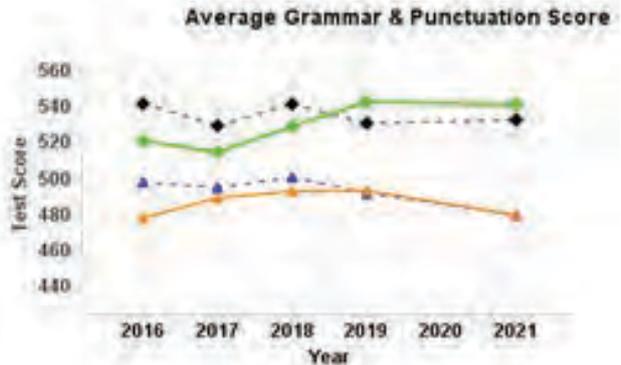
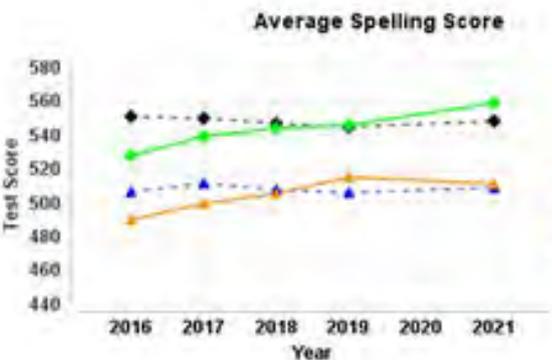
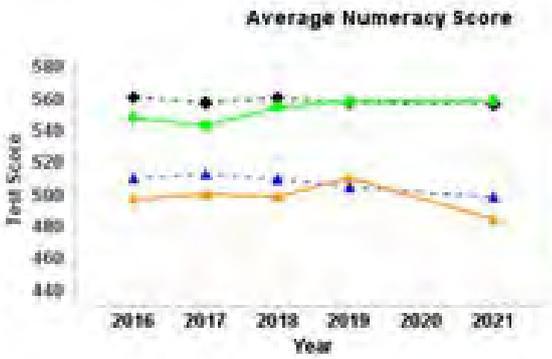
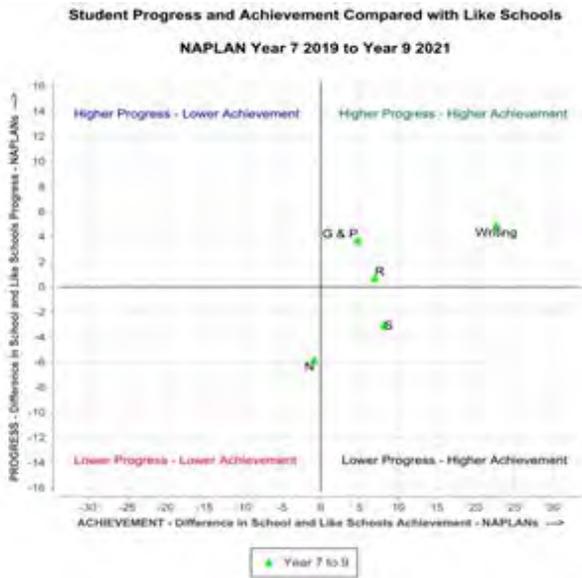
Minimum Literacy and Numeracy standards in all test types. In every category Year 9 scores outperformed or equalled like schools. Year 9 results were for writing were a stand out. Year 9 students have continued to improve on performance achieved by students in 2019 for reading, spelling, writing and grammar and punctuation. This provides direct evidence that the strategies implemented through explicit classroom teaching strategies have been successful in helping students improve their results. In line with the college’s aspirational target for 2021.

The Year 7 cohort in 2021 was very similar to like schools in reading, spelling and punctuation and grammar. Numeracy and writing dropped from improved levels seen in 2019, however; are still better than historic levels. Staff have continued to commit to using whole school literacy and numeracy conventions value adding to student progress, the cohorts Year 9 NAPLAN progress and achievement data will establish whether or not this is a sustained improvement.

Performance measured against Like Schools Years 7 and 9



- Key for the following graphs



Online Literacy and Numeracy Assessment (OLNA)

The results obtained from NAPLAN testing in Year 9, form the basis for developing and implementing improvement strategies in the Online Literacy and Numeracy Assessments (OLNA) which is taken by students across Years 10 to 12. Achievement of OLNA directly impacts the student's ability to achieve a Western Australian Certificate of Education, (WACE). Gilmore College's aspirational target for 2021 was to improve student academic performance from below 'like school' performance to match 'like school' performance in OLNA.

last three years with limited improvement shown. The College has focus continued to support students yet to achieve OLNA during advocacy groups in Years 10, 11 and 12 by the purchase of over 100 licenses for a specialised online support program. A focus on whole school literacy and numeracy conventions and student attendance would expect to see an increase in the percentage of WACE eligible students in 2022.

Strategies have been put in place to support students in improving their literacy and numeracy skills in order for a greater percentage of students to achieve the minimum numeracy and literacy standard by the end of Year 12.

OLNA data has remained stable over the

The table below indicates the percentage of students demonstrating Literacy and Numeracy proficiency for the WA Certificate of Education (WACE).

	2021	2020	2019
School Cohort Semester 2 Census	97	107	109
Met Literacy and Numeracy requirement	70	85	78
Percentage of WACE eligible Students	72%	79%	71%
Percentage of Semester 2 Census	63%	72%	68%

OLNA - Current Student Standing

Year 10 Students - Qualified In			
	Year 9	Year 10	Not Qualified
2021	57	29	95
	31.5%	16.0%	52.5%
Like Schools	24.9%	20.1%	55.0%

Year 11 Students - Qualified In				
	Year 9	Year 10	Year 11	Not Qualified
2021	20	54	26	97
	10.2%	27.4%	13.2%	49.2%
Like Schools	7.6%	26.8%	17.5%	48.2%

Year 12 Students - Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2021	14	46	18	20	69
	8.4%	27.5%	10.8%	12.0%	41.3%
Like Schools	11.7%	32.5%	13.4%	10.0%	32.5%

Year 12 Results

	Eligible Year 12 Students	Number acquiring an ATAR		VET- Number of students enrolled Cert II or higher		VET – Number of students completing Cert II or higher	
		Number	Percentage	Number	Percentage	Number	Percentage
2016	83	17	20%	106		74	70%
2017	81	11	14%	119	62%	73	61%
2018	122	28	23%	153	73%	93	61%
2019	154	18	12%	189	88%	132	70%
2020	126	24	19%	158	87%	115	73%
2021	132	16	12%	157	80%	87	56%

Median ATAR (no. of students) Source: SCSA data files and Department calculations						
School	59.43	52.25	66.45	60.95	52.95	33.53
Expected performance	-0.2	-1.15	0.82	-0.28	-1.23	-3.57
Like Schools	59.2	58.98	62.75	58.1	65.1	65.65

2021 saw a slight decline in our percentage of ATAR students but yielded improved results over 2020. Our Median ATAR reached 59.4 which again had us exceeding our like schools. It has been a testament to the hard work of the school community to ensure our students are able to enjoy a range of post school university options, from both the ATAR and General pathways at Gilmore College. 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, but will be reviewing the ATAR pathway for courses more in line with student needs and wants and that will hopefully yield higher ATAR scores post 2022.

We have seen a re-establishment of VET Certificate attainment in the 70% range. 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)
	Number	Percentage	
2016	62	75%	88%
2017	60	74%	93%
2018	77	63%	79%
2019	96	62%	82%
2020	86	68%	86%
2021	77	58%	65%

A number of factors have contributed to the lower than expected WACE completion rates. There is no one overriding factor responsible for the lower than expected figures. Instead those students who did not achieve their WACE, failed to achieve due to one or more of the following three factors.

- Successful completion of all three Literacy and Numeracy assessments (OLNA)
- Achievement of 14 C Grades across the two years of senior schooling.
- Achievement of at least 6 C Grades in Year 12

No eligible student was unsuccessful in

- Completion of 20 units of study across the two years of senior schooling
- Completing one of each of List A and List B subjects in year 12
- Completing 4 units of English across the two years of senior schooling
- Completion of a pair of units of English in year 12

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 and this year's dip to 58% is concerning. There is an absolute clear link between failure to achieve WACE and student attendance and engagement. This has been set as a school wide focus in the upcoming business plan cycle.



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 the 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 almost 31% average transiency from 2016 and 2017 has stabilised into the low to middle range twenties, with a slight increase from 2020 to 2021.

Student Transiency – Gilmore College	
2016	30.8%
2017	30.8%
2018	25.2%
2019	22.97%
2020	21.45%
2021	25.5%

Engagement and Attendance Support

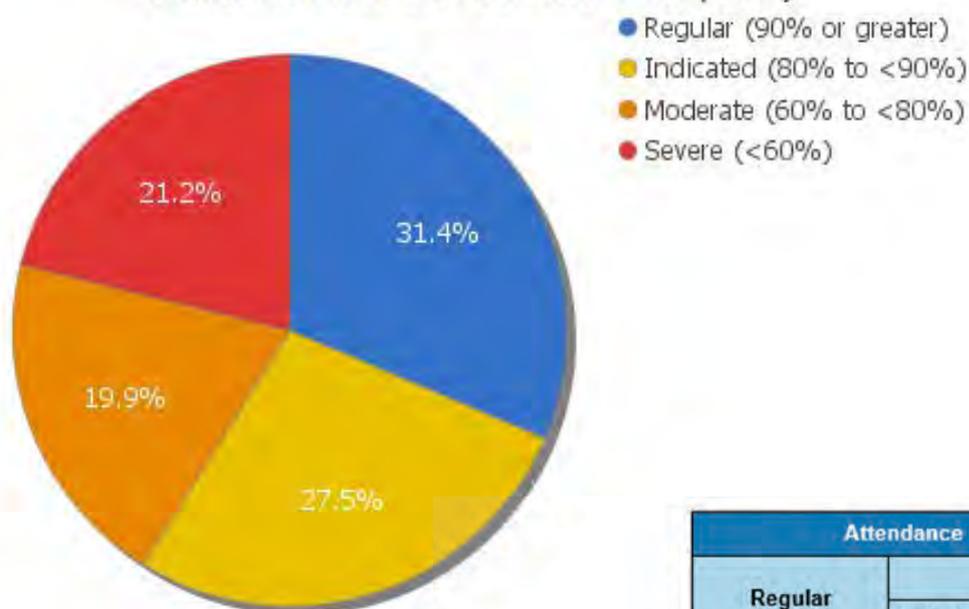
2021 saw similar attendance issues as 2020. Due to the COVID-19 pandemic the attendance rates are not comparable to previous periods. The focus for 2021 was to attain a regular attendance rate of 50%. In 2022, we will again be aiming to improve attendance to 50%+ for all students. With a continued focus and dedicated staff brought in in 2021 to improve attendance we will hopefully see a continued improvement. There were several significant events in 2021 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.

	Total		
	School	Like Schools	WA Public Schools
2019	80.1%	80.2%	86.8%
2020	78.8%	81.2%	87.3%
2021	75.6%	77.9%	84.4%

	Y07	Y08	Y09	Y10	Y11	Y12
2019	86%	81%	77%	77%	81%	79%
2020	84%	79%	77%	76%	78%	78%
2021	81%	77%	73%	77%	73%	71%
WA Public Schools 2021	88%	85%	83%	82%	83%	84%

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	405 (32%)	356 (28%)	255 (20%)	235 (19%)
Former	6 (10%)	4 (7%)	6 (10%)	42 (72%)
All	411 (31%)	360 (28%)	261 (20%)	277 (21%)

Attendance Profile 2021 Semester 1 Compulsory



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	47.3%	20.5%	16.8%	15.4%
2020	41.9%	23.1%	17.5%	17.5%
2021	31.4%	27.5%	19.9%	21.2%
Like Schools 2021	37.8%	25.2%	18.3%	18.7%
WA Public Schools	51.0%	26.0%	14.0%	9.0%

	Y07		Y08		Y09		Y10		Y11		Y12	
	Sch	WA Pub Sch										
Regular	37%	61%	38%	53%	28%	49%	30%	46%	28%	49%	25%	46%
At Risk - Indicated	28%	23%	23%	26%	26%	27%	29%	27%	32%	26%	28%	29%
At Risk - Moderate	24%	10%	19%	13%	21%	14%	22%	15%	16%	15%	18%	17%
At Risk - Severe	11%	6%	20%	8%	26%	10%	19%	12%	25%	11%	30%	8%

Suspensions 2021

	Students Suspended	Unique Enrolments	% Students Susp	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
Semester 1 2021	148	1309	11.3	368	1121.0	3.0



TTFM Survey and Organisational Health

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

This survey was conducted in the middle part of Term 1, from 2018 to 2021. 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 four years, students identifying that they value school outcomes has declined by 8%. The number of students who regularly truant has increased by 6%. There has been consistently a low percentage of students who are interested and motivated in their learning with only approximately 42% stating they are engaged and only 22% stating they're interested in their learning. Levels of anxiety amongst students has increased from 39% of students to 41% of

students in the year 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 has dropped significantly and there has been a subsequent drop in feelings of having support or advocacy, either at school or at home and positive student-teacher relationships are also lower than ever before. You can see in the graphs below that student aspirations to finish year 12 or attend university have both declined but there has been a significant reversal of trend with aspirations to attend TAFE or gain an apprenticeship increasing by 5% in the last 12 months.

Families in the TTFM survey:

Overall Parents felt that the feeling of being welcome at the school has remained consistent since 2018. 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.

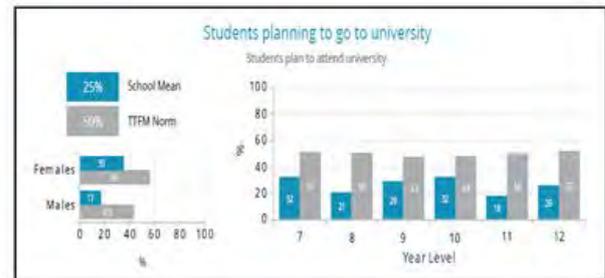
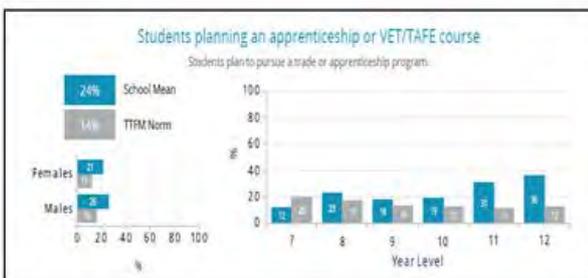
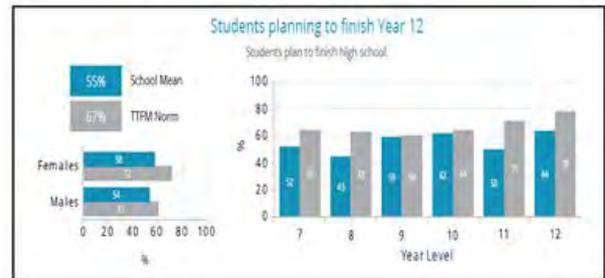
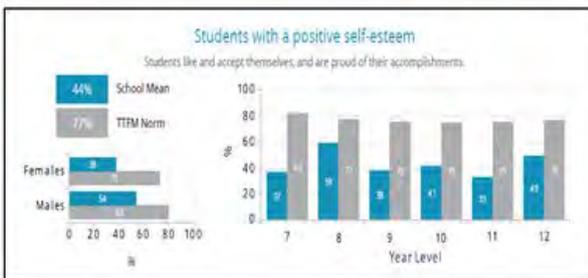
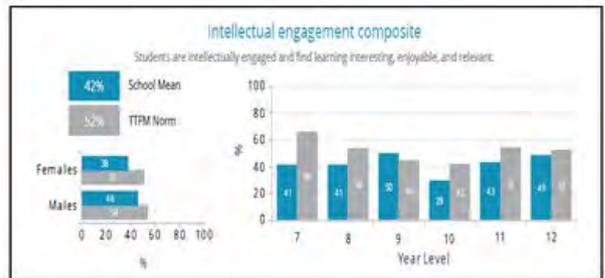
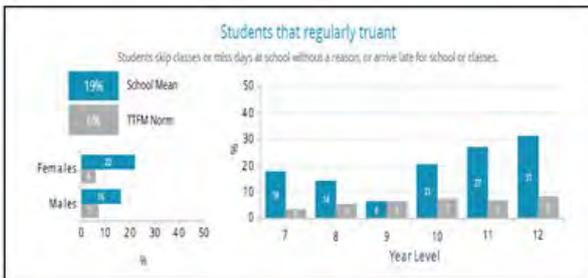
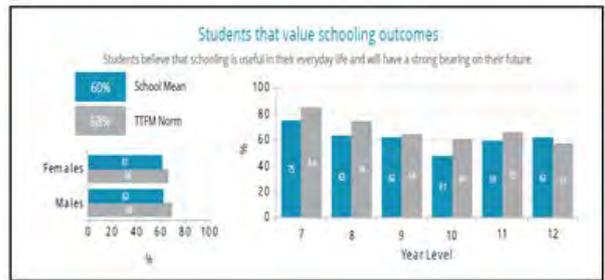
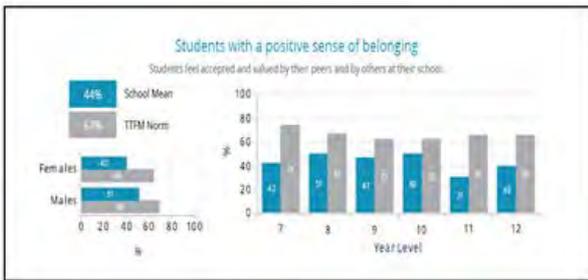
'Parents as Partners' Parent Survey Report 2021



'Focus on Learning' Teacher Survey Report 2021



'Student Outcomes and School Climate' Student Survey Report 2021



School Culture Organisational Health. Measured from 2018 until 2021

Between 2018 and 2021 Gilmore College participated in an annual survey to assess school culture and organisational health. This survey is conducted 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.

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. This was due in part to a feeling of uncertainty over changes to the leadership team, but can ultimately be traced in the main, to the cumulative effect of Covid.

Despite the drop in the overall score, we still remain in the top quartile for school directions and in the second quartile for Leadership and Innovation and Learning domains. We also remain in the top decile in the Employee involvement practice and in Consultative Leadership practice. The biggest drops in our assessment were related to work environment and external orientation domains which both dropped into the bottom quartile.

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

- Improved consequence management in the Accountability domain.
- Greater emphasis on maintaining a student focus in terms of External Orientation domain.
- Improved teacher quality and subsequent effect on recruitment in the Capabilities domain.
- Provision or more authoritative and challenging leadership in the Leadership domain.
- More performance transparency in the Work Environment domain.
- Greater emphasis on professional standards in the Coordination and Control domain.
- Provision of rewards and recognition in the Motivation domain.



Learning Area Reports

The Arts

The Arts Learning Area have worked collaboratively throughout the year building positive relationships with students, families, and the community. Staff this year have had to navigate through very difficult times with COVID. As a team we developed engaging online learning programs for both Performing Arts and Visual Arts particularly in lower school. It was important for us to create consistency for both at home and in the classroom. As a result, we maintained our 3-grade average across the disciplines in lower school. We are yet to meet our targets in senior school, our grade average for year 11 has increased slightly to 2.81 and the grade average for year 12 dropped to 2.47. We are working hard on improving this data through course moderation and validation, contacting parents with student attendance issues, reflecting on data to make improvements to programs and embedding school initiatives like EDI.

Our show stopping event this year was Matilda Junior; The Musical, this was a

culmination of vision and hard work from a very talented team. Hours of preparation, weeks of rehearsals and months of planning lead to amazing, sell-out shows. From the 9th September to 11th September, we held four shows at the Gilmore College Theatre. This was the first time having a full functioning show in our theatre. We worked hard to make upgrades to the sound, lighting, and facilities to enable a high quality, professional show. 30 cast and 20 crew were involved in the production and over 550 tickets were sold over the three days. Our three leads Teagan Woodall, Alex Neeson and Marikit Morales met Mayor Carol Adams on our opening night, this was an amazing show of support for Gilmore College and the Performing Arts.

As part of our year six transition, we also invited the local primary schools to our last tech rehearsal. Students got to engage with the show as well as a question and answer after the show with cast and crew.

Students participating in the production also took part in the Matilda sleepover,

which has become a production tradition where students construct set, design costumes, plot lights, practise lines and bring the production together.

A new initiative this year alongside the school production was the endorsed program. This allowed students participating in the production either as part of the cast or as crew to produce a portfolio of contributions and evidence, which would ultimately go toward the student earning a C grade toward their WACE.

Overall, Matilda Junior; The Musical was a great success and the highlight of the school year. Special thanks to Anita Telkamp, Bella Moore, Amy Callaway, Hayley Murphy, Sophie D'Rozario and all the other staff time, effort and support.

Another major success we had was in the KIC Youth Art Awards. Students had the opportunity to exhibit their artworks at the Gary Holland Centre, in Rockingham. Overall we had 10 entries with 4 award winners, and 2 commended. This was the first time art students from Gilmore College have won an award in this event and the students should be commended for their amazing artworks. Congratulations to the following students, Kyah Cook, Pamela Rivera, Callym Nugent, Kaia Clarkin, Dallas Morgan, Laila Cattan, and Skye Thomas for their outstanding accomplishments.

The Arts department continues to build and foster relationships with our school partners. Some additional programs our students participated in were the 'House' performance and workshop supported by Perth Festival, SmArts and the Smith Family to offer our students two programs, one was a 3-day program to 'Dance like Beyonce' at WAPPA and the other was a 3

day incursion with Wakakirri to develop and create a story dance. We had students create a community art piece for the Agricultural Harvest Society and many musical items happened at assemblies, NAIDOC, sports carnival and the year 12 Graduation. Thank you to the Arts team for an amazing year.

English

The English Department at Gilmore College experienced some degree of change in 2021, but with this came great success. A new Head of Learning Area started in the English Department as the incumbent for the role took a promotional position as a deputy at another school. Along with the new HOLA, two new teaching staff joined the team to replace staff acting in other roles. All three new members were warmly welcomed by the existing team and very quickly the department established a great deal of trust and collegiately, which continued throughout the year and was the basis for some aspects of great success.

2021 also saw the continuation of the STAR program, targeted at meeting the needs of those students most requiring assistance with meeting the necessary reading skills required for high school. In addition, the second cohort of ATAR Literature begun the year 11 course, and the Year 12 English ATAR course was taught by one of the best and brightest in the English Department for the first time with amazing results. The continuation of the Academic Extension Program in the English Department also saw great anecdotal success with targeted teaching towards academic pathways.

One of the key features each year for the English Department is the school-wide Literacy and Numeracy Week, which was a fantastic success in 2021. The students had

a guest speaker come in to discuss, demonstrate and instruct some slam poetry, which was one of the most talked about aspects of the week. There were also numerous activities and prizes throughout the week including scavenger hunts, story writing competitions and spelling contests. It is a week the English Department always look forward to, and in 2022 for the first time the Literacy and Numeracy week will be organised and orchestrated by the year 12 Cohort as part of their English coursework.

As well as key events that included students, the English Department worked very hard behind the scenes in 2021 to better set the department up for success in student outcomes in the future. As part of the flow-on effect from participating in the Fogarty EDvance Leadership Program, the English Department made positive changes to the way meetings are conducted, teams are organised, and the way programming is constructed. Team meetings were run solely as planning and collaboration time and admin was moved to email based communication and one-on-one meetings. This simple change saw huge improvements with staff morale and productivity during these meeting times. The English Department also started the journey of looking at how responsibilities are delegated within the team and are trialling an opt-in teams-based system, with positive feedback to date. Finally, the biggest change that was implemented was an approach to course programming with a scope and sequence across all year levels in which each year-level program follows on directly from the year proceeding it with standardised, grade-level assessments that revise skills and concepts learnt in earlier years and build on from them. This unified approach to teaching English across all 6 year-levels has been implemented to

reduce variability in coursework requirements and classroom teaching and learning.

In 2021, there were significant achievements in academic progress for the English Department to celebrate. Firstly, four of the ATAR Literature students had their original poetry submitted to the Kwinana Writers Club, and the head of the Kwinana Community Programs printed the poetry and displayed them at the local library. The Y12 ATAR group for English had the highest class average of any ATAR class in the school, and the goal moving forward for the department is to try and match the state average. In lower school, the Year 7 to Year 9 NAPLAN progress data for reading and writing was outstanding. Our Year 9 cohort demonstrated both high progress and high achievement for reading and writing as well as grammar and punctuation and high achievement in spelling. This was also seen in the outstanding progress data from the STAR program.

The English Department would like to thank all the staff and students who made 2021 a great success in spite of the obvious obstacles.

Health and Physical Education

During 2021 the Health and Physical Education Learning Area focused on making informed responses to our results so that we could understand and better adapt our teaching practices to improve student outcomes. After focusing on the whole school instructional model in 2020 we started discussing and using engagement strategies regularly in the classroom to improve participation, understanding and skills. Also, a large emphasis was placed upon ensuring a daily

review of previously learnt content. These reviews are starting to be formalised and included into course resources.

Lower School

Health Education: 2.91

General Physical Education: 2.92

We are pleased to report improvements in grade averages in 2021. Although we are still slightly short of our grade average targets of 3.0 we are inching towards them and making progress. I put forward that the change to making Health Education a concurrent course has been beneficial as students have the ability to still pass if they have missed an assessment whereas when Health Education was graded only upon each semester, a missed assessment made it near impossible to attain a passing grade. Other initiatives such as explicit instruction and daily reviews have been also credited with increasing these results.

General Physical Education results were also below desired targets (3.0), however an improvement from the previous year. Teachers focused upon increasing participation and ensuring that the "I do, we do, you do" procedure of introducing and learning skills is embedded into teaching practice.

Senior School

Senior school grades are generally not at target levels, however there were some very positive results. In particular the Year 11 Outdoor Education course and the Year 12 Physical Education course. Year 11 OED had a course grade average of 3.31 and surpassed like schools and DOE schools with its course marks. Year 12 PES had a course average of 2.90 and had better course marks than like schools, both were pleasing results. Of concern was the Year 11 Health Studies course which recorded

very high levels of E grades. Teachers through completing class reports have indicated that the E grades have been a result of low attendance and task completion. Year 12 Outdoor Education also had some concerns, as this was a small number of students the grade average was adversely affected when a number of students chose not to attend the final mountain bike expedition which was linked to a number of assessments. This led to a small number of "B" and "C" grades and resulted in more E grades. Outdoor Education teachers held an orientation day at the end of 2021 to try and filter the correct types of candidates into the course to improve course outcomes.

Sports Coaching

Year 11- 20/24 students achieved their Cert 2 (83%).

Year 12- 16/20 students achieved their Cert 2 (80%).

Key events and initiatives:

- Volleyball Program
- Basketball program
- Year 7 Lightning Carnival
- House Athletics Carnival
- B Street Smart
- Dr Yes
- Health Expo
- Interschool Athletics Team
- House X-country event.
- Yr 11 canoeing excursion (OED)
- Yr 11 snorkeling excursion
- Yr 11 bushwalking camp (OED)
- Yr 12 mountain biking Camp (OED)



Humanities and Social Science

The HASS Learning Area continued to provide a rich and engaging curriculum for all students in 2021. The Learning Area has developed and refined lessons using the Whole School Instructional Model throughout Years 7- 12. 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. There are a growing number of HASS Teachers that have participated in the TeachWell Masterclass to support the implementation of the WSIM in HASS and support other Learning Areas.

The Learning Area has maintained its approach to sustainability and provided a range of opportunities for students to learn about Sustainability and provided students with the chance to be actively involved in the Green Team. The Sustainability Committee completed the Keyhole Garden and organised the Roll to School week.

Several excursions and incursions were organised throughout 2021 for students. Year 9s took part in an incursion led by representatives from HMAS Stirling whilst other students were able to find out about the Navy throughout recess as we continue to develop a strong relationship with the Navy. ATAR students were provided the opportunity to attend a range of seminars aimed to provide guidance and support for ATAR courses and exams at Notre Dame University. Year 11 and Year 12 Modern History students visited the Holocaust Institute. Geography students toured Perth City as part of their unit on Planning Sustainable Places whilst the Year 11s took part in a tour of the Swan Valley and

Sandalford Wines as part of their study on Interconnections.

The highlights have included: the ANZAC Service Assembly in 2021, the work of the Sustainability Committee and Green Team throughout the College. The participation of students in the Gilmore Historical Committee, who successfully created an exhibition which was displayed at the Kwinana Marketplace. Staff attended a range of professional development, including the Rising Leaders – Women in Leadership. A member of the Learning Area was successful in their application to be recognised as Level 3 Classroom Teacher. ATAR Results in the learning area continue to reflect the hard work and dedication of staff and students.

Mathematics

In 2021, the mathematics department had a stable team that showed progress in learning area goals in student outcomes and school initiatives. Many of the Mathematics staff sit on one of the several committees that are operating for improvement and innovation in our school, which has enabled us to contribute to whole school development. To mention a few: Whole School Literacy and Numeracy Committee; Whole School Instruction Committee (EDI) and Positive Behaviour and Support Committee (PBS). Included is the hosting of whole school events to engage students in maths in a fun way such a celebration of Pi day and Numeracy week. Students and teachers enjoyed their disco, and engaging maths activities during these events. Thanks to Ms Namita Patel in preparing our students for the Numero competition during Numeracy week. Unfortunately, we could not host incursions, which we usually do with University of Western Australia Aspire

group, due to Covid restrictions.

Staff capacity and capability in delivering explicit instruction increased with the professional development of staff through classroom observations and mentoring. Staff were also supported in their classroom management strategies through participation in CMS training. Staff attended professional development courses offered by SCASA (School Authority and Standard Association) to Staff continued to implement different strategies to engage our students in class and the broad use of Mathspace, a 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 Mathematics Learning Area to offer ongoing support to as many students and their families as possible.

During the course of 2021 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 assessment tasks according to grade descriptors, providing better opportunities for students to improve their grade.

Senior school students had choice of enrolment in any of the four mathematics courses: Mathematics Essential; Mathematics Application; Mathematics Methods which our students completed through SIDE and the introduction of Mathematics Foundation at Year 11 level for students that find mathematics challenging.

The junior school saw the introduction of our STAN program at Year 7 and 8 level for students with low numeracy skills, by using the connecting Maths Program. These classes were taught by Ms Carrol Hall and Ms Hannah Bryce. In term 3 we were fortunate to secure the employment of Ms Chandrika Sharma to relieve for Ms Bryce whilst on maternity leave. This program saw great success in the improvement of student outcomes.

Students performance in OLNA, Naplan, Year 11 ATAR Application was pleasing. There was incremental progress in the Year 12 ATAR Application. The new Year 11 Foundation course was positively received by all students and this was reflected in their awesome result.

Science

2021 was a year of opportunity and change for the Science LA at Gilmore College. Our staff again encouraged students and worked to provide experiences that will be fondly remembered by both teachers and students.

Highlights were the excursions and incursions offered to students. Miss Doomen took a lucky group of Year 9 students to the "Resource Technology Showcase" where they explored the different opportunities available in the many fields of STEM industries. Some students got to meet and have their photo taken with Premier Mark McGowan!

A large number of our lower school classes were treated to a presentation from "Birds of Prey WA" where they learnt about the life and ecosystems of these magnificent animals. Students had the opportunity to hold a barn owl, pat a wedge-tailed eagle and meet Clive, the whistling kite who was

the star of the movie "Paper Planes". This incursion provided us an opportunity to strengthen the connection we have with neighbouring Orelia Primary School, with a Year 3 / 4 class joining in on one of the presentations.

Ms Hocking and Mrs Turnbull took an aspirant group of Year 10 students to Curtin University for the annual BEES expo which had students actively engaged in a range of Earth and Environmental Science activities. This excursion also provided students with the opportunity to experience university life and exposed them to possible future courses of study.

Mrs Pilkington took the Year 12 ATAR Human Biology students to the Harry Perkins Research Institute where they used high-tech equipment to analyse real human cancer DNA in the state-of-the-art facilities that can be found in Nedlands. We also had 4 promising young scientists accepted into the Perkins Prof Intensive Program during the Term 3 holidays. These students worked alongside researchers and contributed to the ground-breaking work currently being undertaken in the fields of cancer and heart and lung diseases.

We finished off the year with our annual Science Showcase that took on a slightly different look from tradition. Every classroom was set up with projects of choice from students. Over a period of 4 days, students had the opportunity to both see other classroom's projects, as well as present their work to visitors. Teachers found this a valuable experience for their students, having more students engaging in work and eager to show it off. Chemistry, Biology, Physics and Earth and Space Sciences were all represented with displays being varied. There were models of limbs, cameras, volcanoes and atoms made,

dioramas, chemistry investigations, burning demonstrations, board games and even baking with taste testing!

We welcomed a number of new staff this year, including a new Head of Learning Area, all of whom added their own experiences and skills to the already well-developed expertise of staff at the college. Explicit instruction remained the key teaching strategy and has proven to improve student engagement and performance. Students have communicated that they are surprised and encouraged at their ability to recall information, thanks to the ongoing commitment of staff to the college's Whole School Instructional Model (WSIM). Teachers have focused on communicating explicit learning intentions and success criteria and provided many opportunities for students to rehearse information. Lower school classes again utilised STILE both in class and as a support when revising at home. STILE is a wonderful online resource that, together with Connect, ensures our students' learning is not interrupted by absences from school. It is engaging, interactive and presents information with appropriate language; and it's tailored especially for the Australian Science curriculum.

With a priority of improving student outcomes in the Science LA, teachers worked tirelessly in small teams over the course of the latter part of the year to audit and re-invent our learning programs and assessments into explicit documents that are user-friendly and ensure consistency across all Science lessons. The structure of these documents was trialled by teachers and feedback given such that they could be improved. We finished the year with some very comprehensive programs that will support staff in delivering the syllabus in a

time-managed and effective manner, with common success criteria, vocabulary and assessments.

The efforts of teachers to help students reach their potential is to be celebrated with some exceptional results. We offered General Psychology to Year 11 students for the first time. This course has proven to be successful in that the class remained at capacity all year and has become sought after by both the 2022 Year 11 and 12 students. We are now hoping to offer ATAR Psychology in the future.

Our Year 12 ATAR results were varied this year. We had wonderful Human Biology results, the best seen in the past few years. Human Biology proved to be most students' highest mark of all their ATAR subjects, with our average exam score equalling the state's average. Chemistry, Earth and Environmental Science (EES) and Physics all had small student numbers and, as a result of these numbers continuing to be small, Physics and EES will not be offered as a course of study in the foreseeable future. Chemistry students performed as expected, however Physics and EES had low exam marks.



The Science LA became a stronger, united team of teachers in 2021 who worked together with a common purpose of achieving consistency in our classrooms, with teaching practises, with behaviour management and when assessing. Staff were resilient, met target goals and supported both each other, and our students.

Technologies

The Learning Area has continued to plan for the implementation of changes to the curriculum in the different contexts that comprise Technologies. During semester 2 staff worked in teams and rewrote assessments and course outlines for years 7 – 10.

Students in designated Pathways had a 70 – 100% in their completion rates of Certificate courses and year 12 Upper school courses gained a grade point average of 3.11 and achieved better than “like” schools.

After School Robotics Club continues 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 project and program design at Curtin University and were placed in the top 3 in the state. They were then invited to compete in the international competition in Russia and also competed in the Pan-Pacific games via the internet.

Continued success in the GEM was demonstrated by a student winning a Gold medal at the National World Skills Competition. Senior School Woodwork has also seen success with students winning awards for their creations in the KIC Art Awards and have entries in the 2022 competition.

Vocational Education and Training

Our specialist VET programs (GEM, Process Plant Operations, Building and Construction, and Hospitality) have seen continued great results with students moving into apprenticeships, further education or employment.

The introduction of the new GEM program has been received positively by both students and industry partners with Defence industry and KIC member companies wanting Gilmore students to undertake work placements.

Our stand alone programs (IDMT/IT, Business/Workplace Skills, Creative Industries, Sports Coaching/Fitness and Visual Arts) received mixed results in 2021. This is partly due to attendance issues related to COVID-19, and students leaving school early to follow alternative pathways.

Our profile courses (Certificate IV Nursing, Animal Studies, WC Skills Sets) had good results in 2021. Completion rates were high with a 100% completion rate for the Certificate IV in Nursing.

In addition to these three areas we also offered Aboriginal School Based Traineeships and a Work Connect class with pathways directly into the world of work. A great example of this is student Lawrence Winmar who completed an ASBT on Garden Island with a construction company and is now working for them as an apprentice.

Overall, our 2021 results are satisfactory given the disruptions from the COVID-19 pandemic. Several students have excelled and moved into apprenticeship positions or further education, TAFE and university.

As we move into 2022 we aim to re-establish VET as an important and viable pathway to industry or further education. There will be a greater focus on marketing of programs/pathways and our new Careers Practitioner will work within the college to assist students assess their options as they transition into senior school.

We will continue to work in partnership with South Metropolitan TAFE/ACEPT in regards to the delivery of programs in the Peron Trade Training Centre. We will also continue to nurture industry partnerships and provide quality opportunities to all students.

Highlights and key events

- Gilmore has built significant industry partners that continue to grow with the Trade Training Centre (PTC) getting more recognition as a talent pool for Industry.
- Santos (formerly Quadrant Energy) awarded 2 X \$2100 Educational Scholarships to Process Plant Operations students.
- Chevron awarded a total of 7 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.
- 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

Aboriginal Education continues to be a focus at Gilmore College with a new staff member joining the team to ensure we are tracking towards a culturally responsive school and for the department's Aboriginal Cultural Standards Framework to be front and centre. The newly created role of Cultural Liaison Coordinator (CLC) was valuable support to the school's Aboriginal and Islander Education Officer (AIEO) which led to an increase of 3 more AIEOs positions to commence in 2022. Staff engaged in Professional Learning sessions with key topics addressed including Racism, AITSL Cultural Competency and Aboriginal perspectives in the curriculum aligned to the school's business plan.

Aboriginal student enrolments remained steady over the last couple of years, with 169 students (13.8%) of the overall student cohort identifying as Aboriginal and/or Torres Strait Islander. In addition to the CLC and AIEO, Gilmore College is in its 15th year of hosting Clontarf Academy for the male students and 6th year for the Wirrpanda Foundation – Deadly Sista Girlz for the females. Both programs remained a key

support to our school to engage and inspire the Aboriginal students with activities, excursions and cultural experiences throughout 2021. In addition to Clontarf and Wirrpanda, the Stephen Michael Foundation came on board this year to provide a few Aboriginal students with a range of opportunities to develop interpersonal and life skills whilst engaging in practical activities that help them practice their new skills.

Deadly Sista Girlz

Pastoral care, mentoring and cultural events plus sporting carnivals kept the DSG girls busy in 2021. A change of staff for the program saw fresh ideas and new initiatives implemented leading to improvement in behaviour and engagement. It was a special time for the girls to perform a dance they had been practising for a few weeks at the school's NAIDOC assembly in front of students and families. A highlight for two students in year 10 was being invited to the Leadership camp and joining other Deadly Sista Girlz for workshops involving teamwork skills,

communication, relationships and decision making. Some girls also assisted Elders in the community with technology use and how to navigate through programs online. During the year the girls competed against

other DSG schools in basketball and football games as well as going to Adventure World for the end of year reward excursion.



Clontarf

We had some outstanding results in 2021 at the Gilmore Clontarf Academy. New staff members fitted in seamlessly and oversaw some awesome achievements over the year. At the 2021 Lyrik Awards we had 7 boys nominated for awards with 5 of them winning major awards. The Clontarf boys volunteered several times to perform with the Cultural Dance Group at community events, NAIDOC celebrations and at Bertram Primary.

We started the year with 7 year 12 students and all of them finished the year strongly, culminating in the Year 12 Major Camp to Exmouth & Coral Bay in November. It was a fantastic year for 65 boys with the overall attendance of 76% and a significant highlight was the end of year awards night which saw upwards of 150 students, family members, school staff and Clontarf Corporate partners attend to celebrate another successful year.



Staffing Information

In 2021 Gilmore College had 72.8 FTE teaching staff, 18 FTE administrative staff and 40.1 FTE support staff, using an overall FTE of 129.9 (Some staff are working part 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

2021

KSHS Gilmore College Alumni VET Scholarship:

James Langeard

KSHS Gilmore College Alumni ATAR Scholarship:

Tamara Groznica



Valedictory Awards

Subject Awards

Dance
Music
Visual Arts
Certificate II Creative Industries
Certificate II Visual Art
English (ATAR)
English (General)
Aboriginal and Intercultural Studies
Business Management
Career and Enterprise
Geography (General)
Modern History (ATAR)
History (General)
Mathematics Application (ATAR)
Mathematics Essentials
Human Biology (ATAR)
Human Biology (General)
Chemistry (General)
Earth & Environmental Science (ATAR)
Certificate II Sports Coaching
Health Studies
Outdoor Education
Physical Education Studies
Certificate II Business
Certificate II Hospitality
Food Science and Technology
Certificate II Information, Digital Media & Technology
Children, Family and Community
Woodwork
Metalwork
Engineering Studies
Work Connect
Workplace Learning

Joshua Mills
John Ignacio
Rachel Dickson
Angelina Diadoo
Carla Donato
Tamara Groznica
Drew Scott
Jacob Pasli
Bree-Ann Glazebrook
Rachel Dickson
John Ignacio
Tamara Groznica
Carla Donato
Joshua Comben
Amber Nguyen
Alisha Tandon
Taylor French
Drew Scott
Tamara Groznica
Makayla Koeberl
Lisiwe Siyangapi
Makayla Koeberl
Makayla Koeberl
John Requina
Tapita Teuru Bates
Blessie Apostol
Delta Lovejoy
Delta Lovejoy
John Ignacio
James Langeard
James Langeard
Isabella Kelly
Brodie Anderson

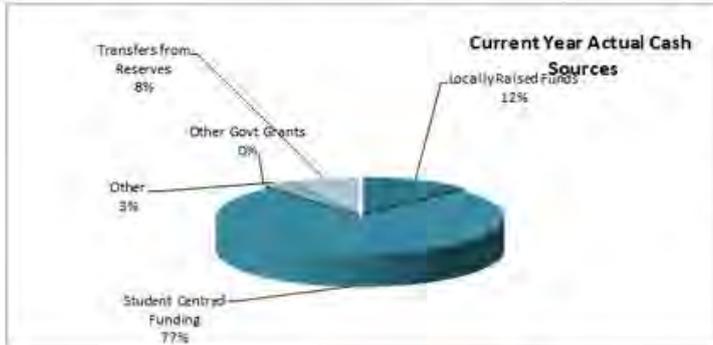
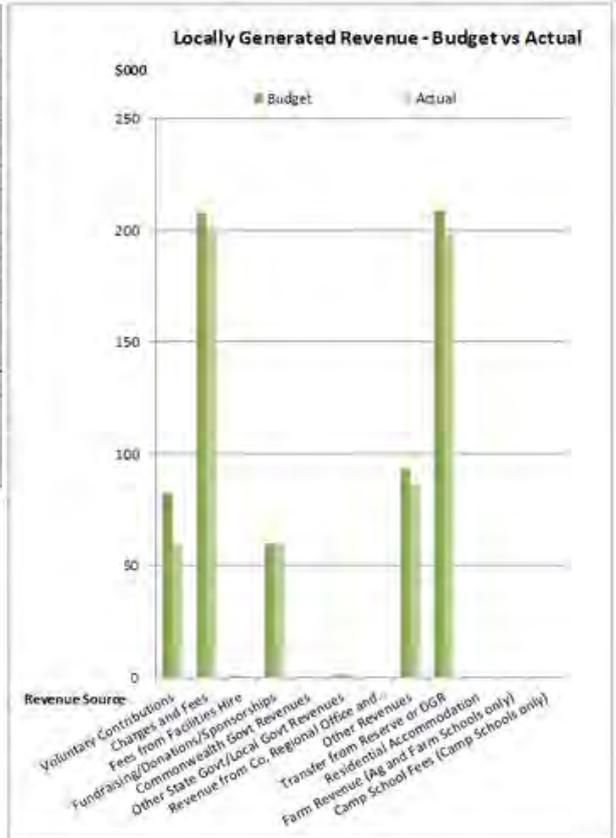
Special Awards

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
AMPOL Best All Rounder
Premier Student - General
Premier Student – Vocation Education and Training
Premier Student – ATAR

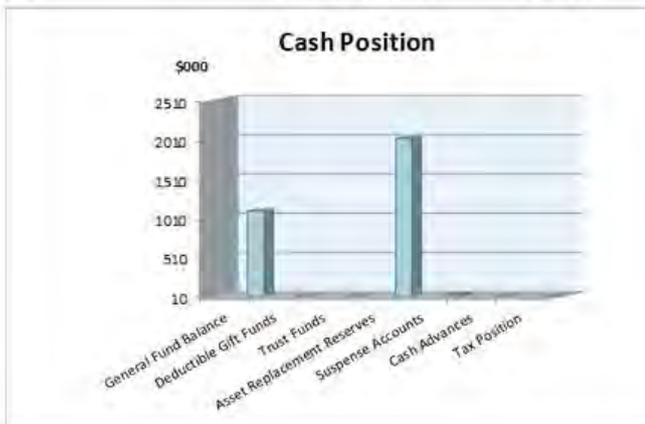
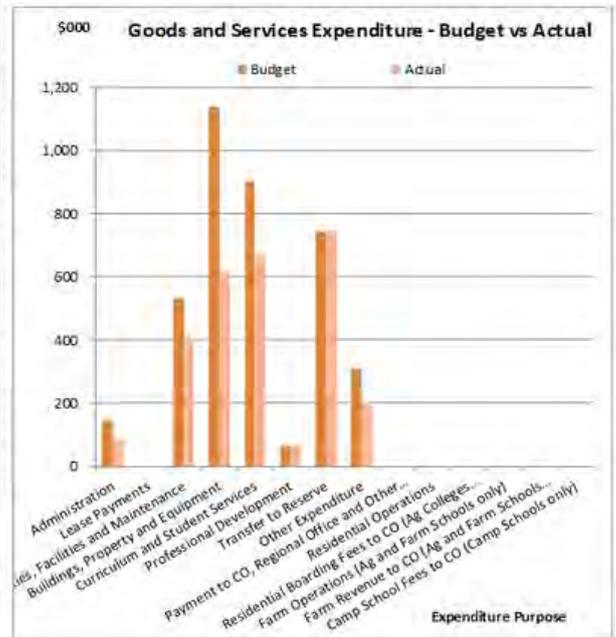
Joshua Mills
Tamara Green
Joshua Comben
Keana Ireland
Makayla Koeberl
Jonas Balingcongan
Amber Nguyen
Joshua Comben
James Langeard
Aaron Morton
Ethan Shortland
Jacob Tuitupou
Katrina De Oro
Keelin Finch
James Langeard
Tamara Groznica

2021 Financial Summary

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 82,626.00	\$ 60,053.06
2	Charges and Fees	\$ 207,602.53	\$ 199,540.43
3	Fees from Facilities Hire	\$ 200.00	\$ -
4	Fundraising/Donations/Sponsorships	\$ 59,713.30	\$ 59,713.30
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 99,173.96	\$ 85,861.39
9	Transfer from Reserve or DGR	\$ 209,042.11	\$ 198,076.07
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 653,457.90	\$ 604,344.25
	Opening Balance	\$ 1,263,757.64	\$ 1,263,757.64
	Student Centred Funding	\$ 1,991,485.28	\$ 1,991,485.28
	Total Cash Funds Available	\$ 3,908,700.82	\$ 3,859,587.17
	Total Salary Allocation	\$ 14,758,865.00	\$ 14,758,865.00
	Total Funds Available	\$ 18,667,565.82	\$ 18,618,452.17



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 145,275.39	\$ 86,808.92
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 530,986.32	\$ 393,543.14
4	Buildings, Property and Equipment	\$ 1,137,804.16	\$ 616,340.33
5	Curriculum and Student Services	\$ 899,112.01	\$ 667,947.99
6	Professional Development	\$ 64,375.00	\$ 61,994.69
7	Transfer to Reserve	\$ 741,350.00	\$ 741,350.00
8	Other Expenditure	\$ 308,625.96	\$ 195,080.00
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	\$ 3,827,528.84	\$ 2,763,065.07
	Total Forecast Salary Expenditure	\$ 13,168,490.00	\$ 13,168,490.00
	Total Expenditure	\$ 16,996,018.84	\$ 15,931,555.07
	Cash Budget Variance	\$ 81,171.98	



Cash Position as at:	
Bank Balance	\$ 3,137,051.77
Made up of:	\$ -
1 General Fund Balance	\$ 1,096,522.10
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 2,021,092.14
5 Suspense Accounts	\$ 32,117.53
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (12,480.00)
Total Bank Balance	\$ 3,137,051.77

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



Gilmore College Colour Run



Supportive Organised Aspirational Resilient

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