



John Tonkin College  
Education Support Centre

Engage | Educate | Enrich | Empower

# ANNUAL REPORT 2023



ENGAGE | EDUCATE | ENRICH | EMPOWER





# TABLE OF CONTENTS

<b>1</b>	Table of Contents
<b>2</b>	Principal's Address
<b>3</b>	Vision, Values and Purpose
<b>4-6</b>	Success for All Students
<b>7</b>	Disability Support Services
<b>8</b>	Agency Involvement; Disability Expo
<b>9</b>	Building Positive Relationships
<b>10-11</b>	Vocational Education and Training
<b>12</b>	Curriculum Areas
<b>13</b>	Workplace Learning
<b>14</b>	DFES Cadets
<b>15</b>	Workshop
<b>16</b>	Strong Governance and Support
<b>17</b>	Effective Leadership
<b>18</b>	High-Quality Teaching
<b>19</b>	Financial Statements

# PRINCIPAL'S ADDRESS



As the School Principal, it is a privilege to introduce the 2023 Annual Report. Our guiding principle "Engage, Educate, Enrich, Empower" reflects the values we stand by with pride.

At our Independent Public School situated at the Mandurah Education Training (MET) Campus within John Tonkin College (JTC), student achievement is our top priority. We adopt a flexible approach to cater to the unique needs of our students, offering a wide range of courses including VET TAFE both on and off campus.

Despite the challenges faced this year, we have demonstrated our ability to provide a nurturing, supportive, and inclusive environment. I am confident in saying that our school community has overcome obstacles and risen to the occasion. I extend my gratitude to everyone involved and eagerly anticipate another successful year in 2024.

Partnering with South Metropolitan TAFE, Murdoch Mandurah/Murdoch Campus and Skills Strategies, our school presents students with opportunities to pursue certificates in Retail (Food), Retail (Beauty) and Construction. Our Cadets program with the Department of Fire and Emergency Services focuses on developing practical life skills, leadership, and teamwork.

With access to top-notch facilities such as a fully equipped workshop, art room, amphitheatre, and industrial kitchen, students engage in hands-on learning experiences. The Workplace Learning program further enhances students' practical skills, preparing them for a smooth transition from school to the workforce with the support of local businesses in and around Mandurah.





# VISION, VALUES & PURPOSE

## VALUES

- All students have unique potential.
- Excellence in teaching practice and programs support students to fulfil their potential.
- Teamwork is fundamental to the effectiveness of our school.
- A safe, protective and positive learning environment promotes academic success and socio-emotional wellbeing.

## PURPOSE

- Encourage students to recognise and develop their potential.
- Support students to meet their educational, social and emotional needs.
- Support students to become a whole person, exercising self improvement, self regulation and enabling a successful transition to adulthood.

## VISION

To educate and develop the whole person in order to create a sense of belonging and active engagement within their community.

**ENGAGE | EDUCATE | ENRICH | EMPOWER**





# SUCCESS FOR ALL STUDENTS

John Tonkin College Education Support Centre continues to work with public and private Primary and Secondary feeder schools. The transition program continues to promote the school through the community assisting student numbers.

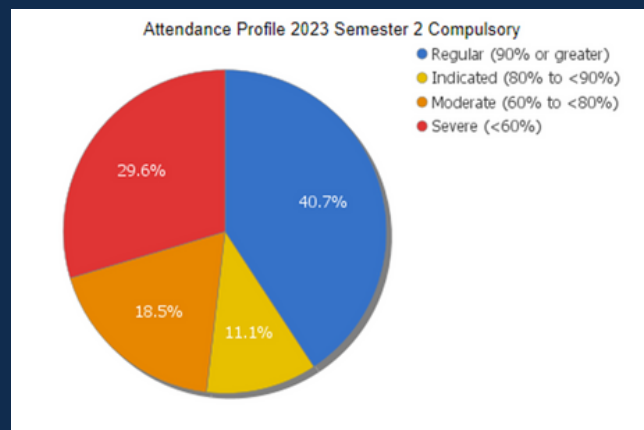
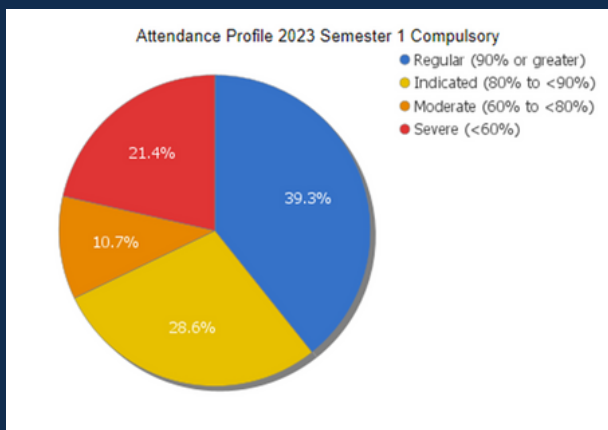
## Enrolments

JTCESC had a total of 28 students during Semester One and 26 during Semester 2.  
Enrolments for 2023:

- 11 Year 11 students
- 17 Year 12 students
- 20 Male students and 8 Female students

## Attendance Targets

- An Attendance Committee to be formed to target individual students in the moderate and severe risk category.
- Decrease the percentage of individuals who are in the moderate and severe risk category



Semester 2 shows an increase in “severe” due to three Year 12 students leaving the school. The Department of Education advised JTCESC not to remove the students from the roll as they are Year 12 and will not be going to another school.

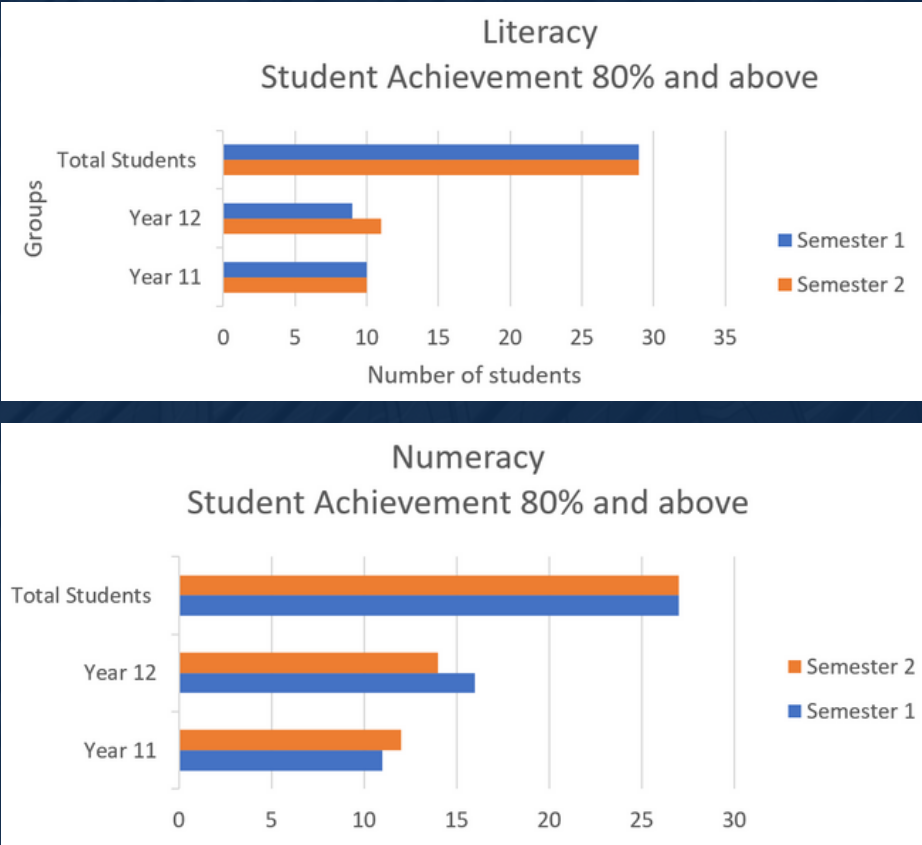


**Business Plan Target: All students achieve at least 80% of their literacy and numeracy goals in their documented plans as measured through RTP and standardised testing.**

Continued improvement of student’s literacy and numeracy skills is a priority within the school. Teacher testing and observation informs Individual Education Plan (IEP) outcomes, development, assessment and outcomes of assessment. Literacy and Numeracy Coordinators were appointed with individualised programs developed. Students engaged in weekly class Literacy and Numeracy programs with several students achieving 80% or higher in these learning areas, meeting the Business Plan Target. The charted data reflects student achievement meeting the Business Plan goal; however, it should be noted that total class testing was not always possible due to factors such as Workplace Learning commitments, alternative arrangements in place, student attendance rates, along with students leaving the school, which impacted results.

Literacy: The data shows that Year 12 student scores increased slightly and Year 11 student scores remained the same.  
Numeracy: The data shows that Year 12 student scores increased slightly in Semester 2 and Year 11 students scores decreased

The implementation of Literacy and Numeracy Coordinators allows for ongoing and in depth analysis of the literacy and numeracy data. A literacy intervention program has been implemented to extend students achieving greater than 80% in their IEP targets. Staff will be given time and opportunity to reflect and evaluate student performance with particular emphasis on improving the scores of students achieving between 50-80% achievement in Literacy and Numeracy. All Year 12 students passed their Literacy and Numeracy P Units.  
Due to irregular attendance only 15 of the 17 Year 11 students received a pass mark.









A priority at JTCESC is to engage, educate, enrich and empower each student with the capacity and resources to participate in the community and reach their potential. Integral to this is the development and maintenance of strong relationships between students, school, families and external agencies.

**Business Plan Target: All students have Individual Transition Plans (ITP) by the end of their final year of schooling to support successful transition to post school life.**

Each of the 17 Year 12 students successfully completed a thorough Individual Transition Plan upon graduating. Meetings were conducted during Year 11 with the students' parents/carers, teacher, and Transition Support Officer to create this personalized plan. Ongoing communication and collaboration occurred over the course of two years to assess progress, make necessary adjustments, and fulfill administrative requirements with external organizations. The ITP is a dynamic document that can be modified as needed to best cater to the students' individual needs, growth, and achievements.

**Business Plan Target: Year 12 student registration with the National Disability Insurance Scheme (NDIS), Disability Employment Service (DES) or an Australian Disability Enterprise (ADE) provider.**

The Transition Officer collaborated with JTCESC students and their parents/carers to offer guidance and assistance in navigating the National Disability Insurance Scheme (NDIS). Through this process, the Transition Officer worked closely with students and their families to create Individual Transition Plans, which detailed their aspirations for community involvement, employment, volunteer opportunities, financial support, government allowances, therapeutic interventions, and participation in external groups.





# DES - Disability Employment Services & Australian Disability Enterprise

The primary objective of a DES (Disability Employment Services) provider is to support our students in securing and maintaining employment in the open job market. To facilitate this process, a workshop called "Progress for Success Showcase" was conducted at JTCECSC, enabling students and their parents/carers to meet and enrol with DES providers.

ADE (Australian Disability Enterprises) programs are tailored to address the unique goals and requirements of each individual, with a particular emphasis on fostering social participation, lifelong skill development, and enhanced independence. These programs also aim to strengthen holistic support networks for individuals.

# DSP - Disability Support Pension Services Australia

The responsibilities of the Transition Support Officer encompassed providing administrative assistance in completing necessary Centrelink forms for students and their parents/carers. This entailed attending any required Centrelink appointments and acquiring pertinent information to bolster the applications.

# NDIS - National Disability Insurance Scheme - Year 12

- 12 students - registered with endorsed NDIS plans.
- 18 students - provided with DES provider information and contact details.
- 3 students - successfully secured part-time employment.
- 3 Year 12 students are registered with an ADE.
- 1 Year 12 student unenrolled from JTCECSC.



Year 12	Year 11
13 students – receiving the DSP	5 students – receiving the DSP
2 students – application in progress	1 student – application in progress
N/A – awaiting further documentation	2 students awaiting further documentation
2 students – do not wish to apply for DSP	N/A – do not wish to apply for DSP
N/A – unenrolled from JTCECSC	N/A – unenrolled from JTCECSC

## Business Plan Target: Develop parent understanding of the role of relevant external agencies to provide support for their child.

- Facilitating information sessions with outside agencies.
- Connecting Parents/Carers and Students with Centrelink and external agencies.
- Networking with various therapy organisations relevant to individual students.
- Creating information packs of community sporting & leisure activities in line with the student's interests and future goals, which support and encourage community engagement and relationship building, enhancing the student's independence in social settings.
- Parent information session around the National Disability Insurance Scheme (NDIS) where local area coordination APM comes to the school and facilitates an informal morning tea session to help families understand what is available through the NDIS after school.
- Providing information on supports and events within the community to Year 10 students enrolling into JTCESC for 2024, and establishing relationships with parents/carers to support the development of post-school options.

## 2023 DISABILITY EXPO

The 2023 Disability Expo, organised by JTCESC, took place on October 20th 2023, at Mandurah Forum. It featured a diverse range of participants, with 42 stallholders representing disability service providers, inclusive sporting groups, and community-based organizations.

This event provided an excellent platform for students, parents, families, and carers in the Mandurah community to gather information about post-school options and community involvement opportunities.

The Transition Officer diligently managed the coordination of the expo, collaborating with various entities such as the Department of Education, APM Communities, Mandurah Forum, and local Disability Service Providers.





# BUILDING POSITIVE RELATIONSHIPS

The Future Stars Program is a collaboration between JTCESC, Riverside ESC and Meadow Springs ESC, where Years 5 and 6 students from the school have the opportunity to visit our school and complete a 6-week program of Workshop and Art. The students and parents get an introduction to what senior school is like to prepare them for the transition to Secondary schooling. It also creates the opportunity for our current students to showcase their skills.

Rockingham Senior High School Education Support Centre and Warnbro Community High School students join our students in year-long Vocational & Educational Training courses held on-site at JTCESC.

In 2023, Kenwick continued to collaborate in STEM rocket-building sessions. The students built rockets, launched them, and measured the distance travelled. Students then had the opportunity to make adjustments to their rockets and attempt to make their projectile go even further than the last time.

The school's Enterprise VET course partnered with WA Mums Cottage, creating health care packs and making rags for the local shelter. They worked with Bridgebuilder and Anglicare to hold a food and clothing drive as part of the Homeless Awareness Week, and facilitated in getting ready for the Homeless Awareness Week event.

One morning per week, students worked in conjunction with Peel Volunteer Resource Centre in the Friends of Paganoni Swamp initiative.

Students in Enterprise and Workshop created crafts, sold on the Malibu Market Day by three students who acted as the salesmen.





## VOCATIONAL EDUCATION AND TRAINING



Students are given various options and opportunities to undertake their choice of VET course. Some courses are delivered through South Metro TAFE and Skills Strategies, whilst others are delivered on-site by JTCEC's Vocational Trainers.

Course Title	Enrolled Students	Certificates Issued	Statement of Attainment
Certificate II in Animal Studies	4		4
Certificate II in Rural Operations	2		2
Certificate II in Construction Pathways	7		7
Certificate I in Retail Services (Beauty)	4		4
Certificate I in Retail Services (Food)	6	6	
Certificate II in Hospitality	1		1
Skill Set Introduction to Early Childhood Education	1		1

### Certificate I Retail Services

Certificate I in Retail Services provides a pathway for students to work in a variety of sectors and business contexts such as community and personal service, accommodation and food services, clerical and administrative services. 5 units are delivered with the following learning outcomes:

- Follow and identify workplace procedures for safe work practice;
- Use effective communication techniques in the workplace;
- Respond to diversity in communication;
- Confirm and respond to workplace requirements;
- Source and use information on employment rights and responsibilities;
- Interpret and comply with key employment policies and procedures;
- Identify and respond to changes in personal work requirements;
- Maintain the store environment.



Students are guided and assessed through the preparation, marketing and sales of projects such as sausage sizzles and food items for fundraisers, evolving customer service, hygiene and effective team communication skills. Various excursions to retail outlets are undertaken throughout the year enabling students to learn first-hand through activities and demonstrations. (This year we welcomed Rockingham Senior High ESC and Warnbro ESC students, enabling us to run 2 Retail classes.)

6 students enrolled this year, with 5 completing satisfactory results in all 5 units in the Retail class, which incorporates activities in hospitality.



## Certificate II Construction (Skill Set)

The Construction Skills Set provided our students with practical skills and knowledge in the field of building and construction. The course covered basic materials and hand skills such as bricklaying, tiling, rendering and paving, as well as Workplace Health and Safety requirements and planning and organising skills. These are essential Life Skills that can be applied to any work environment.

The course also exposed students to various career opportunities in the construction industry through a visit to the Construction Futures Centre, where they learned about different roles and pathways in the sector. The highlight of the course was a basic construction project that involved working in pairs to construct a brick archway or letterbox. This project allowed students to demonstrate their skills and creativity, as well as their teamwork and problem-solving abilities.

The Construction Skills Set is a valuable course that prepares students for further education or employment in various industries. The course also developed the students' confidence and self-esteem, as they saw the results of their hard work and effort.





# CURRICULUM AREAS

JTCESC maintains highly motivated staff by providing a professional learning culture that recognises the strengths of peers and utilises their expertise to expand and improve their practice. Staff reflection, communication and collaboration is critical to the success of a highly effective teaching practice, that is essential for student learning.

## Visual Arts

Year 11 students were enrolled in Visual Arts Preliminary Unit 1, and 100% of students achieved the unit. The Year 12 students were enrolled in Preliminary Unit 2, and 85% of students achieved the unit. As part of these courses, students created works of art, learning and using techniques such as Sgraffito, Frottage, Blind Contour and observational drawing.

In Term 1, the focus was on the artist Vincent Van Gogh. Students studied his style and techniques and used them to create their own artwork. The culmination of this unit of work was a whole school visit to the Van Gogh Alive Exhibition in Perth. Students were able to immerse themselves in Van Gogh's art works through a multi-sensory experience.

In Term 2, Ceramics was the focus, which saw students create artwork in clay including bowls, statues and name plates. Skills included joining, sculpting and glazing clay.

In Term 3 and 4, students practised printmaking, carving designs into lino blocks and using them to experiment with print techniques to create a limited edition series of prints and a printed cotton tote bag. Throughout the year, students had opportunities to follow their own artistic interest where a wide variety of artwork was created.



## Breakfast Club

Every Tuesday, T1 students took charge of our school's Breakfast Club, delighting everyone with delicious dishes crafted from ingredients purchased at Foodbank and Woolworths. They infused freshness into their creations by incorporating vibrant vegetables and aromatic herbs from our thriving Harmony Garden. From toasties and chocolate slices, to quiche and pancakes, the menu was a feast of favourites. Additionally, students offered freshly cut fruit and a selection of cereals, providing diverse options for everyone. This hands-on culinary experience not only enhances their cooking skills but also adds a positive touch to our Breakfast Club initiative.





# WORKPLACE LEARNING

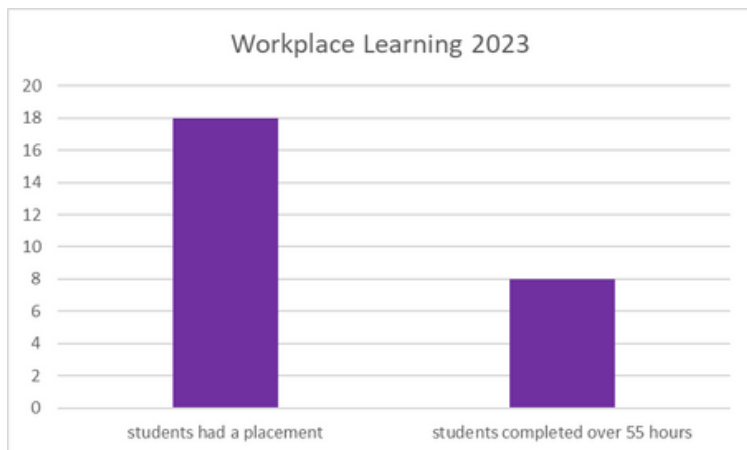
The employers who have supported our school for many years continue to do so. Their experience working with students with disabilities allows them to set tasks in line with the capabilities of the student, being mindful of such things as step-by-step instructions, setting routine jobs and giving feedback to the WPL Coordinator so any issues can be addressed. Students were enrolled in ADWPL (Authority Developed Workplace Learning), and did their placements one day per week for ten weeks, with classes rotating throughout the year.

Some students had the opportunity to continue placements after the required ten weeks, giving them more experience and possible opportunities for employment. Staff support was provided to students where needed. Staff noticed a considerable improvement in the student's confidence and ability to work independently as their placements progressed.

Two Year 11 students completed their work experience at Woolworths. After proving their ability to follow instructions and manage the requirements of the tasks, they were offered paid employment. Regular site visits were conducted by employers to ensure their placement was proceeding successfully.

Reporting To Parents was used to compose and distribute all the department mandated paperwork for WPL, keep track of all the placements, attendance, employer and staff comments.

18 students had a placement enrolled in ADWPL.



**THANK YOU TO OUR SUPPORTERS!  
JTCSG GREATLY APPRECIATES THE  
SUPPORT OF OUR COMMUNITY!**

## **EMPLOYERS 2023:**

- AMAZE Miniature Park,
- Delivery Centre Mandurah,
- Foodbank,
- Good Sammys Mandurah,
- Good Start Early Learning Greenfields,
- Good Start Early Learning Meadow Springs,
- Intelife,
- John Tonkin College ESC Kitchen,
- Mandurah Taxis,
- Mandurah Wildlife Rescue,
- Ranger Reds Zoo & Conservation Park,
- SWICK Training Facility,
- Vinnies,
- Woolworths Greenfields.





# DEPARTMENT OF FIRE AND EMERGENCY SERVICES CADETS

This year, the Cadets enjoyed several thrilling and educational experiences that prepared them for various challenges and emergencies, such as learning how to use a fire extinguisher, and perform first aid using the DRSABCD method. Cadets gained valuable knowledge about bushfire survival and the bushfire triangle, as well as marine safety and how to prevent and respond to accidents at sea. They also learnt about the Cadet Code of Conduct and how to behave ethically and responsibly.

Cadets mastered the NATO phonetic alphabet and how to communicate effectively using a walkie talkie, practised making a 000 call and how to provide clear and accurate information to the operator, and explored the topic of natural disasters and their impact on people and the environment.

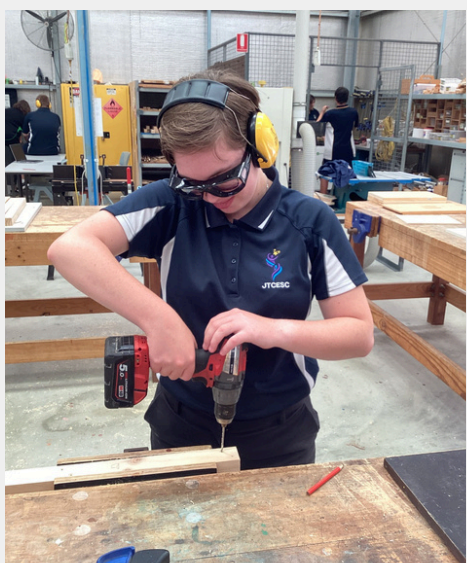
They also visited the Mandurah War Memorial and learnt about its local significance and studied the Vietnam War and its historical and cultural significance. Students showed off their skills and teamwork at their exciting camps at Ern Halliday. It was a memorable year for the Cadets and we are looking forward to more adventures next year.





# WORKSHOP

In Workshop this year, students were given opportunities to explore different types of wood and materials, use 3D printing programs and create their own designs, practice safe handling of tools and machines and wear personal protective equipment (PPE) correctly. Students worked on their major woodwork projects including tables, planter boxes and work mates. Through different design and production processes, students were able to enhance their knowledge of the workshop and develop their skills and techniques.





# STRONG GOVERNANCE AND SUPPORT

Strong governance through community involvement and engagement is valued and integral to the operation of JTCESC. A continued proactive approach to develop strong community relationships is essential in building an informed and accountable School Board.

## School Board Chairperson's Report

In 2023, we said farewell to Tash Wagstaff as Principal. We thank Tash for her many years of service. She was a strong leading light for our school, and we wish her success and good fortune in her new endeavours. We welcomed Kristin Lucas as our new principal. She has shown herself to be a strong and capable leader. She compiled a strong case for our school to complete a successful school review on short notice and kept the board well-informed on school matters.

Lisbeth Hooper and Chelsea Parley retired from the board this year. We would like to thank them for their years of service to our school and the generous donations of their time and effort. We welcomed Sarah Cousins. Thank you for committing your time and energy to our school.

The Board has had opportunities to attend functions catered for by the students and the graduation ceremony for the Year 12 students. Our inclusion was a thoughtful gesture and a delight to attend. We wish the Year 12 students all the best for the next chapter in their lives.

The Board would like to extend our thanks to the staff at JTCESC for their commitment to ensuring the best outcomes for our students.



Laura Tolomei  
JTCESC School Board Chairperson

## Business Plan Target - Increase involvement of the School Board in monitoring school performance against the Business Plan.

During each term, School Board meetings were held to conduct assessments and monitoring in collaboration with Board members to ensure the achievement of the Business Plan targets. The Board received updates on the school's actions in response to the Education Department's strategic plans for Cultural Responsiveness, as well as the planned approach to the IPS One Year Review for two domains. Board members participated in the Independent Public School board update without the need for additional IPS training modules.

The Board members were extended invitations for school events and excursions such as Parent Open Day and assemblies, and were also offered the chance to drop in and have Breakfast club with the staff and students. This interaction allowed Board Members to be a visible part of the school community and to become familiar with students and staff.

# EFFECTIVE LEADERSHIP

The role of school leaders is vital in establishing a thriving environment for all. Enabling educators of high quality to think creatively in designing learning opportunities and utilising resources efficiently is essential for guaranteeing the success of each student. By dedicating themselves to supporting the vision, purpose, and ethos of JTCESC, our school can ensure a student-centred focus and direction is maintained.

## **Business Plan Target: Development of Distributed Leadership and school wide vision and accountability**

Curriculum leaders were appointed for literacy and numeracy and a Behaviour Support Specialist was hired. We identified the need to review our current behaviour practice and to build the capacity of our staff through the behaviour specialist. During 2024, we will be developing positive behaviour policies and procedures specific to the context of our school and students. The teaching team engaged in Professional Learning in the implementation of High Performing Teams in schools, a program to foster school-wide vision and accountability.

## **Business Plan Target: Maintain a culture of ongoing professional improvement and reflective practice.**

- Daily communication between teachers and support staff to reflect on student behaviours and performance throughout the day assists in building strategies to improve outcomes.
- Staff Communication Meetings were held in weeks three, six and nine each term after school to enable all staff to give feedback and to support the day-to-day running of the school.
- Teacher Staff Meetings were held three times a term, totalling five hours per term.





# HIGH-QUALITY TEACHING

JTCESC maintains highly motivated staff by providing a professional learning culture that recognises the strengths of peers and utilises their expertise to expand and improve their practice. Staff reflection, communication and collaboration is critical to the success of a highly effective teaching practice, that is essential for student learning.

**Business Plan Target: All students have documented plans to support and develop their specific academic and life skills.**

At the beginning of each semester the classroom teacher, Transition Coordinator and other relevant stakeholders (e.g. CPFS Case Managers, Occupational Therapists, NDIS and Mentors met with Parents and/or Carers. These meetings aimed to discuss the student's strengths and focus on their areas of need. Together, a plan was established, and learning strategies were developed to support each student in achieving success and becoming respectful young adults within the local community.

## Social and Emotional Wellbeing

Student social and emotional wellbeing is a key priority at John Tonkin College ESC. A focus on holistic support has been embedded in the school curriculum for a number of years, through programs such as art therapy and individual student transition support. To further build on the wellbeing focus, this year the school has partnered with Act Belong Commit, WA's longest-running mental health promotion campaign, to encourage students to keep active and connected in a meaningful way.

The school has also partnered with Headspace and Choyces Mandurah to raise awareness about the mental health support services available in the area. These organisations have provided several lunchtime wellbeing workshops to the students including mindfulness origami and drumming.

John Tonkin College ESC also employs a School Psychologist through the Department of Education's School Psychology Service.

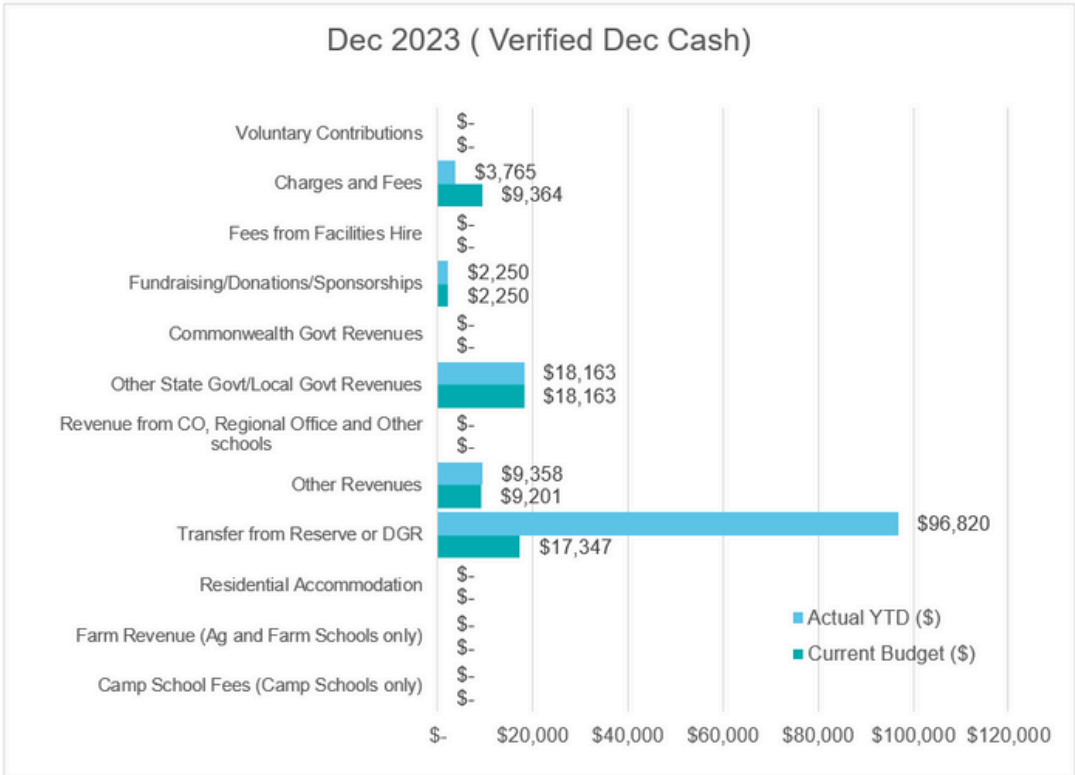
Our School Psychologist provides one-on-one counselling, consultancy, liaison and staff professional development to support the mental health, wellbeing, learning, behavioural and post-school transition needs of the students. The School Psychologist is a member of the newly developed Student Services Team, which is made up of staff who assist students to develop strategies to support their mental wellbeing in and out of the classroom.



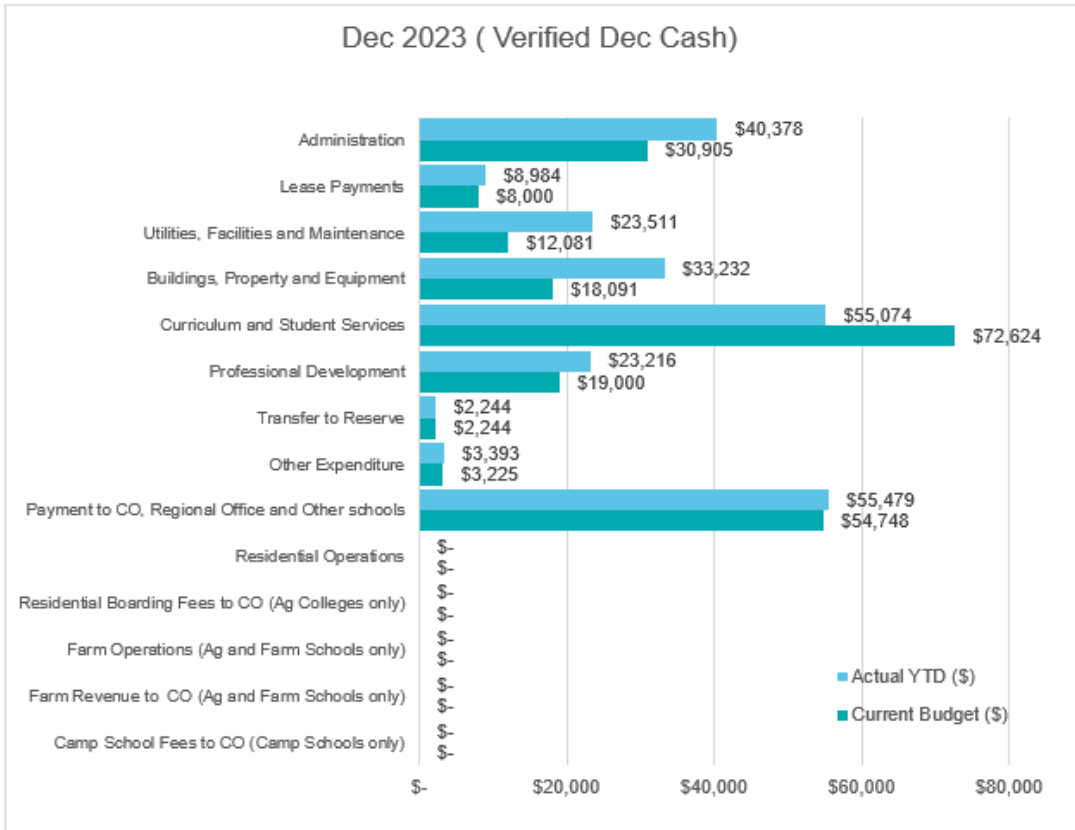
**CAMILLA CRESSWELL**  
**JTCESC SCHOOL PSYCHOLOGIST**

# FINANCIAL STATEMENTS

## Locally Generated Revenue - Budget vs Actual



## Goods and Services Expenditure - Budget vs Actual









# John Tonkin College Education Support Centre

Engage | Educate | Enrich | Empower



## Acknowledgement of Country

Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. We pay respects to Elders past, present, and emerging. We acknowledge and respect the heritage and connections of the Bindjareb people of the Noongar Nation.



08 9583 0571



[johntonkincollegeesc.wa.edu.au](http://johntonkincollegeesc.wa.edu.au)



[johntonkincollege.ESC@education.wa.edu.au](mailto:johntonkincollege.ESC@education.wa.edu.au)



1 Education Drive, Mandurah WA 6210