In our first year of operation the inaugural graduating class of John Tonkin College has set the benchmark for the future.

These 2013 results will see our college implementing additional value adding concepts which provide students, years 8-12 with opportunities to develop additional skills sets that will complement their academic program and build on the 2012 benchmark.

Our college has been able to maximised the opportunities that the Independent Public School status provides. The College Board provides an additional aspect to the college governance model. The wealth of expertise and knowledge of the Board members has provided a platform for the college administration to develop their professional knowledge and understanding of the broader community and business/industry needs.

The college vision, a unique centre of excellence for life long learning has provided opportunities for the college to build on the unique facilities and programs of both Mandurah Senior College and Mandurah High School.

In 2012, a review of the programs and use of the facilities of the college, in particular the Marine centre and E2C resulted in a number of recommendations being supported by the Board.

This positive direction will enable the college to provide quality programs from a range of unique learning environments.

The flexibilities provided under the Independent Public School status, in particular the ability to manage our faults, relief and salary pool has enabled the college to develop a strategic financial plan for three years. This plan will ensure the college supports the objectives of the business plan 2012 - 2014:

1. A school culture built on the foundation of care and respect in all college aspects
2. College community members will value and promote a commitment to excellence
3. Innovative and unique programs in partnership

Catherine Shepherd
PRINCIPAL

Emeritus Professor Jo Barker
BOARD - CHAIR
Overall enrolments numbers:
(February census)

Year 8  108
Year 9  95
Year 10  101
Year 11  476
Year 12  322
TOTAL  1102

Achievements

• 99.3% Graduation rate
• 76.4% Median ATAR
• State Champions Cisco IT Essentials competition
• Runners up National level Cisco IT Essentials competition
• WA Positive Image Award Winner 2012 (Regional Ambassador) - Rebecca Pearson
• Countryweek Netball Champions
• National Schools Constitutional Convention representative - Sarah Burgess
• City of Mandurah Christmas Pageant - Best Pageant entry
• Attendance of Aboriginal students above the state
• Overall attendance above the state

Student Leadership

Head Boy    Sam Howlett
Head Girl   Laura Gilbert
Social Captain Boy  Kieran Parker
Social Captain Girl  Jesse Griffiths-Heath
Culture Captain Boy  Nathan Browne
Culture Captain Girl  Juvy Connolly

Staff

All teaching staff meet the professional requirements to teach in Western Australia schools and are registered with the Western Australian College of Teaching.

<table>
<thead>
<tr>
<th>Administrative Staff</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Associate Principal</td>
<td>2</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>L3 Administrators</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 classroom teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Support Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical/Administrative</td>
<td>16</td>
</tr>
<tr>
<td>Gardening/Maintenance</td>
<td>21</td>
</tr>
<tr>
<td>Other non teaching staff</td>
<td>30</td>
</tr>
</tbody>
</table>
## Year 12 Performance

<table>
<thead>
<tr>
<th></th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>99.3</td>
</tr>
<tr>
<td>Median ATAR</td>
<td>76.4</td>
</tr>
<tr>
<td>Percentage of ATAR students with 1 or more scaled score of 75+</td>
<td>17%</td>
</tr>
</tbody>
</table>

### ATAR Triciles

<table>
<thead>
<tr>
<th>Tricle</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>11%</td>
</tr>
<tr>
<td>Mid</td>
<td>67%</td>
</tr>
<tr>
<td>Low</td>
<td>22%</td>
</tr>
</tbody>
</table>

**(significant shift in the 2012 low and mid triciles. Mandurah Senior College 2011 = 52% & 35%)**

10 out of 34 students achieved an ATAR above 80

Attainment rate = 56%

### Vocational Education

- 39% of VET students achieved a Certificate III or higher in years 10 - 12.

- 27% of entire cohort achieved a Certificate III or higher in years 10 - 12. **(significant increase compared to 2010/2011 data)**

- 65% of VET cohort achieved a Certificate II or higher **(significant increase compared to 2011 data = 29%)**

- 44% of entire cohort achieved a Certificate II or higher in years 10 - 12. **(significant increase compared to 2011 data = 37%)**
Academic Awards

• State Champions Cisco IT Essentials competition
• Runners up National level Cisco IT Essentials competition
• Australian Mathematics Competition - 2 distinctions, 10 credits
• Big Science Competition - 9 credits

Special Awards

• WA Positive Image Award Winner 2012 (Regional Ambassador) - Rebecca Pearson

NAPLAN Results

• Relative assessment demonstrates continued progress in all areas over time.
• Improved performance across Reading, Writing, Spelling and Grammar
• Spelling & Reading = Male cohort stronger performers
• Grammar & Writing = Female cohort stronger performers
• % of students in the top 20%
  
  Reading = 5%
  Grammar = 9%
  Spelling = 9%
  Numeracy = 8%

• Numeracy = no significant change in the data 2011 - 2012

WAMSE Society & Environment

• % of students at or above WAMSE test standard = 28%
  6% in the top 20%
  60% in the 60% (above like schools)
  34% in the bottom 20%

WAMSE Science

• % of students at or above WAMSE test standard = 30%
  (significantly above the state)
  8% in the top 20%
  67% in the 60% (above like schools)
  26% in the bottom 20%
Performance Against Key Objectives

Objective 1:
A school culture built on the foundation of care and respect in all college practices

Objective 2:
College community members will value and promote a commitment of excellence

Objective 3:
Innovative and unique programs in partnership with the community

In the first year of operation the college has made a positive shift towards achieving the 2014 targets as stated in the business plan 2012 - 2014.

Our focus on establishing a marketing and communication plan which incorporated professional learning for staff has resulted in the quality of the communication to the stakeholders and the wider community to be of a higher standard. This is evident by the quality of the publications, the creation of a new web page which provides up to date information on all aspects of the college.

The development and strategic sub committees of the Board in conjunction with key teaching staff conducted a review of the current use of unique facilities of the college, the Marine and Education 2 the Community (E2C). This review identified both facilities were under utilised. Project plans have been developed for both facilities which will result in an increase in the number of programs being delivered with a particular emphasis being on the level of value adding.

Excellence in classroom delivery has been pursued through the increased accountability of staff in relation to their classroom performance and adjustments to their teaching and learning program. A focus on developing the leadership team to plan strategically, resulted in them building the capacity of staff to analyse data and being actively engaged in setting learning area targets. In addition to this, a level 3 classroom teacher mentor program commenced, as well as staff innovation teaching and learning concepts. A culture of modelling and sharing of practices started to be embedded as a result of these approaches.

While Mandurah Senior College had significant partners through the Workplace Learning Program, partnerships in relation to other aspects of both Mandurah High School and Mandurah Senior College did not provide John Tonkin College a broad enough foundation. In 2012, potential programs requiring partnerships were identified. In 2013, the marketing sub committee will develop and implement a marketing plan that will see these programs securing the required partnerships. Through the development and executive sub committees are range of partnerships have been brokered. These include:

- **Life skills development program** - sponsored by the Bendigo Community Bank - Halls Head. This program will commence in 2013 and will involve psychological testing of 50 students.

- **Curtin University UniReady program** - John Tonkin College will be the host of this program in 2013.

- **Student App design** - in 2013 and partnership with the Curtin University, Spatial Science, students studying the Department of Education approved specialist program, Marine studies and outdoor pursuits will design a student app for John Tonkin College.
Academic Achievements
- Learning Area Achievements

**Humanities**
- The percentage of B grades awarded in the Stage 3 English was comparable to that of the state.
- Performance of the year 8 - 10 students in English indicated the majority of students performance was satisfactory, with approximately 5.8% of the year 10 cohort receiving an A grade.
- The performance of students in the Stage 3 Media Production and Analysis resulted in the percentage of B grades being significantly higher than the state.
- Performance of the year 8 - 10 students in Society & Environment indicated the majority of students performance was satisfactory, with approximately 9.4% of the year 8 cohort receiving an A grade.
- 42 Year 12 students achieved a Certificate III in Tourism.

**Science**
- The percentage of B grades awarded in the Stage 3 Human Biological Sciences was comparable to that of the state.
- The percentage of B grades awarded in the Stage 3 Chemistry was significantly above that of the state.

**Mathematics**
- The percentage of B grades awarded in the Stage 3 Mathematics 3AB was comparable to that of the state.
- The percentage of A grades awarded in the Stage 3 Mathematics Specialists was 2% higher than like schools.
- Performance of the year 8 - 10 students in Mathematics indicated the majority of students performance was satisfactory, with approximately 6.6% of the year 9 cohort receiving an A grade.

**Technology & Enterprise**
- 30 students achieved a Certificate II in Information Technology and 8 students achieving a Certificate III.
- 14.5% of year 9 students studying Home Economics - Food achieved an A grade.
- 18.6% of year 10 students studying Material Technology achieved an A grade.

**Physical & Health Education**
- The percentage of A grades awarded in the Stage 3 Outdoor Education and Physical Education was significantly higher than that of the state.
- Performance of the year 8 - 10 students in Physical Education indicated the majority of students performance was satisfactory, with approximately 12% of the year 10 cohort receiving an A grade.
- 20% of the Year 8 Outdoor Education students received an A grade.
Academic Achievements - Learning Area Achievements (cont)

Engagement Programs

Workplace Learning

- The percentage of Year 11 students awarded a B grade is significantly higher than the state.
- The percentage of Year 11 students awarded an A grade is significantly higher than like schools.

The Arts

- The percentage of B grades awarded in the Stage 3 Visual Arts was significantly above that of the state.
- 4 Year 12 students achieved a Certificate III in Information, Digital Media and Technology.
- 8 Year 12 students achieved a Certificate II in Information, Digital Media and Technology.
- 7.8% of Year 9 students achieved an A grade in The Arts - Dance.
Non Academic Achievements

**Attendance**

*Overall attendance =*

- Non Aboriginal = 88.6%
- Aboriginal = 72.2%
  **(4.3% above the state)**
- Total school = 88%
  **(above the state)**

**Target 1 ~ Year 8**

60% or greater Regular Attendance

- Achieved 65%

**Target 2 ~ Year 9**

Maintain 60% or greater Regular Attendance

- Not Achieved 51%

**Target 3 ~ Year 12**

50% or greater Regular Attendance

- Achieved 58%

**Target 4 ~ Indigenous Students**

maintain their Regular Attendance

- % of Indigenous students who maintained regular attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>9</td>
<td>29%</td>
</tr>
<tr>
<td>10</td>
<td>34%</td>
</tr>
<tr>
<td>11</td>
<td>33%</td>
</tr>
<tr>
<td>12</td>
<td>28%</td>
</tr>
</tbody>
</table>

**Feedback from the Students**

Feedback from the students cohort, indicated the students felt the colocated campus was a learning environment that was unique and was a more preferred option to a traditional school environment.

The level of pastoral care provided at college was respected by the students. The students had a good understanding of the Code of Conduct and the Good Standing process, this is further supported by the number of students who achieved Good Standing in 2012.

The majority of students found that bullying was not an issue for them at the college.

The support of Student Services and the knowledge of who to approach to access support for concerns relating to their academic or non academic program assisted them in managing their educational programs.

**Extra Curricular Activities**

The college provided the students with opportunities to value add to their education program through a range of extra curricular activities.

- Cambodia field trip
- China history trip
- Ski trip
- Countryweek
Financial Report

Financial Summary as at 31st December 2012

### Revenue - Cash vs Actual

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$11,103.75</td>
<td>$11,103.75</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$627,500.68</td>
<td>$620,778.19</td>
</tr>
<tr>
<td>3 Government Allowances</td>
<td>$43,815.00</td>
<td>$43,815.00</td>
</tr>
<tr>
<td>4 P&amp;C Contributions</td>
<td>$16,761.00</td>
<td>$16,761.00</td>
</tr>
<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
<td>$36,513.14</td>
<td>$36,513.14</td>
</tr>
<tr>
<td>6 DoE Grants</td>
<td>$1,612,582.69</td>
<td>$1,612,582.69</td>
</tr>
<tr>
<td>Total</td>
<td>$3,237,998.32</td>
<td>$3,230,902.22</td>
</tr>
<tr>
<td>Total Funds Available</td>
<td>$4,097,581.32</td>
<td>$4,090,485.69</td>
</tr>
</tbody>
</table>

### Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$143,339.53</td>
<td>$139,751.65</td>
</tr>
<tr>
<td>2 Leases</td>
<td>$96,218.90</td>
<td>$98,620.72</td>
</tr>
<tr>
<td>3 Utilities</td>
<td>$479,435.54</td>
<td>$482,567.76</td>
</tr>
<tr>
<td>4 Repairs/Maintenance/Grounds</td>
<td>$419,194.91</td>
<td>$375,713.06</td>
</tr>
<tr>
<td>5 Capital Works</td>
<td>$96,334.98</td>
<td>$96,014.37</td>
</tr>
<tr>
<td>6 Assets and Resources</td>
<td>$888,070.32</td>
<td>$850,783.52</td>
</tr>
<tr>
<td>7 Education Services</td>
<td>$259,145.71</td>
<td>$160,179.11</td>
</tr>
<tr>
<td>8 Other Specific Programs</td>
<td>$123,154.13</td>
<td>$70,463.54</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$114,835.24</td>
<td>$93,844.04</td>
</tr>
<tr>
<td>10 Salary Pool Payments to Central Office</td>
<td>$1,264,302.16</td>
<td>$1,264,302.16</td>
</tr>
<tr>
<td>Total</td>
<td>$3,884,031.42</td>
<td>$3,630,212.93</td>
</tr>
</tbody>
</table>

### Cash Position

- **Local Generators**: 51%
- **Grants**: 2%
- **Other**: 28%
- **Transfers**: 3%

**Cash Position as at:**
- **Bank Balance**: $2,276,273.16
- **Made up of:**
  - **General Fund Balance**: $460,272.76
  - **Deductible Gift Funds**: -
  - **Trust Funds**: -
  - **Asset Replacement Reserves**: $1,757,230.87
  - **Suspended Accounts**: $84,315.48
  - **Cash Advances**: $1,480.00
  - **Tax Position**: $23,065.95
- **Total Bank Balance**: $2,276,273.16
EXCELLENCE RESPECT COMMITMENT