



JOHN TONKIN COLLEGE ANNUAL REPORT 2013



EXCELLENCE RESPECT COMMITMENT

Contents

2013 has been a year of significant progress towards the college vision, John Tonkin College is a unique centre of excellence for life long learning.

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Through a self assessment process, existing programs have been reviewed and where required modified, as well as opportunities for new partnerships have been developed. These approaches have resulted in innovative programs being implemented at John Tonkin College in 2013.

Unique opportunities include:

- Department of Education Approved Specialist Program Surf Science (Marine Studies and Outdoor Pursuits)
- iOS App Development project
- Robotics – Science, Technology, Engineering and Mathematics (STEM) Project
- Career Development Program
- Curtin UniReady Program

2013 was a period of consolidation of processes and plans which supported the Department of Education policies. This approach continued to build the skills and knowledge in the areas of academic performance and financial management resulting in greater accountability of all staff. Through a focus on building skills and professional understanding of leadership, this team has confidently built

the capacity of their staff to critically analyse the performance data and adjust the teaching and learning program resulting in a positive shift in performance of the year 8-11 students. Increased accountability and more rigorous processes in the area of financial management resulted in the college successfully meeting the requirements of the financial audit.

The school and wider community can be confident the college has made significant progress through a challenging period of change. This progress is reflected in the college objectives:

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

In 2014 the college will continue to develop unique programs which capitalise on the progress in 2013.



Catherine Shepherd
PRINCIPAL

Emeritus Professor Jo Barker
BOARD - CHAIR

Overall enrolments numbers:

(February census)

Year 8	145
Year 9	125
Year 10	156
Year 11	217
Year 12	321
TOTAL	964

Achievements

- Three Year 12 ATAR students received Certificates of Commendation
- Four students received an ATAR score above 95
- Thirty six of the thirty eight students studying four or more ATAR subjects received University offers
- State winners of the First Lego League competition
- Worldskills Regional Competition (commercial cookery) 5th – Reagan Lumley
- College dux – Kate Oatley
- Country week Girls Soccer Champions
- IPS Chairs meeting (the first for the state) – John Tonkin College host
- Trail school for Literacy and Numeracy tests
- Curtin University UniReady regional program – John Tonkin College host
- Photography Exhibition and Media Film Festival (Cert II & III)
- DoE Excellence awards :Support staff short listed – Tiffany McLean
- Curtin University iOS App Development – John Tonkin College

Student Leadership

Head Girl	Tailah Greenwood
Head Boy	Travis Green
Cultural Captains	Nicolas West & Rosie McClure
Social Captains	Sean Walker & Hannah Summers

Staff

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

Administrative Staff	No
Principal	1
Associate Principal	2
Deputy Principal	1
Level 3 Administrators	9
Teaching Staff	
Level 3 classroom teachers	1
Teachers	64.7
School Support Staff	
Clerical/Administrative	12.13
Gardening/Maintenance	11.77
Other non teaching staff	13.17



Year 12 Performance

Year 12 Performance

Graduation rate = 100%

ATAR

Median ATAR = 72.8

Percentage of ATAR students with 1 or more scaled score of 75+ = 16%

ATAR Triciles

High = 13%
Mid = 42%
Low = 45%

Attainment rate = 57%

Vocational Education

- 29 % of students achieved a Certificate III or higher in years 10 – 12
- 34 % of students achieved Certificate II or higher in years 10 - 12



Awards - Certificates of Commendation

Cheyenne Eakin
Kate Oatley
Nicholas West

NAPLAN Results

The NAPLAN performance data showed an overall progress in the data. Numeracy, reading and writing indicated a shift to higher performance but lower achievement, with the reading and writing's performance comparable to public schools.

The NAPLAN longitudinal summary shows a slight progress in the performance in numeracy and grammar and punctuation, 2012 – 2013. There has been significant progress in reading, writing and spelling, with spelling being slightly below the state performance.

Student NAPLAN numeracy performance was within the expected standard deviation of the predicted school mean. The progress of the students 7-9 is slightly below that of Australia and significantly above that of like schools.

The grammar and punctuation comparative performance shows that over time the college is now aligned with the trend. The longitudinal data shows that over time the college has strengthened its performance in the writing – persuasive score with a significant shift, 2011 – 2013 of 30 points to be slightly below the state performance. A comparison of the data year 7 -9 shows the students have made significant progress (reading and writing) compared to that of WA public schools.

WAMSE Results

Society and Environment

Overall performance of college in 2013 saw a shift by 7 points (2013 – 472, 2012 – 465). An increase in performance above expectation correlated with NSS (sustainability) suggests the strategies utilised to address the 2012 concern have been effective. There is



a direct correlation with above benchmark performance and attendance in the 80-89% and 90-99% bands. The 475 – benchmark performers largely have attendance of 80% or above. The overall spread of results highlights that attendance is not the key contributor to WAMSE S&E benchmark and above performance.

Science

The overall performance of the students was below the predicted school mean, with the percentage of students at or above the WAMSE Test Standard being significantly below 2012. There was no direct correlation between the student's performance and attendance.

Performance Against Key Objectives

Key Objective 1

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

Non academic data indicates the college practices have successfully embedded a culture of care and respect, in particular its ability to provide a safe and supportive environment. Students are compliant with the dress code and wear the uniform with pride.

Professional learning focussing on Classroom Management Strategies, has resulted in a higher standard of delivery which in turn has impacted positively on the attendance and academic performance of students. A culture of self assessment has been embedded. Teaching staff have reflected on the performance data and where required adjust their teaching and learning program resulting in greater accountability of staff and an increase in the overall performance of students.

Key Objective 2

College community members will value and promote a commitment to excellence

The college is the provider of the largest suite of academic/non-academic courses years 8 – 12 in the Peel region. These courses are designed to prompt academic rigour and provide life-long learning. Continued review of delivery techniques and accountability has resulted in an increase in the academic performance of students years 8 – 10.

The “Behind the Lens” Photography Exhibition and Media Film Festival provided the year 11 and 12 students studying photograph (Cert II & III) and ATAR media with the opportunity to display their creative skills to the community. This exhibition reinforced the commitment of excellence of our students while reinforcing the reputation of the college to produce work of a high quality and in a professional

manner. The Department of Education Approved Specialist Program, Surf Science (Marine studies and Outdoor pursuits) is a program which is valued and has developed a reputation of providing rigour and challenge. Students have been provided with the opportunity to participate in and experience excellence at various levels, including state and national competitions, partnerships with local and state businesses/industries. This program is recognised as adding value to existing pathways and structures for the year 8 – 10 students.

The introduction of the Career Pathway planning program provided students the opportunity to engage in the Morrisby psychometric testing. This process enables the students to develop a greater understanding of their skills and abilities which in turn will provide them with the opportunity to make informed learning and employment decisions which will lead to continued success in further education, training or employment.

Key Objective 3

Innovative and unique programs in partnership with the community

In 2013 the college continued to deliver innovative and unique programs which provided a high degree of “value adding” to the academic program of students.

The iOS App Development program provided the students with the opportunity to be active creators and controllers of digital technology. In partnership with Curtin University Spatial Science and Engineering faculty the students were exposed to learning experiences in a tertiary environment which challenged their high order thinking skills and encouraged self-directed learning. The end result being the development of a John Tonkin College App while at the same time ensuring our students are capable of meeting the future digital social and economic needs of the Peel region.

Performance Against Key Objectives *(cont)*

Continued partnership with the Program Manager, School Pathways Program

Defence Industries enabled our college to commence the delivery of the Robotics, STEM (Science, Technology, Engineering and Mathematics) project. This project was delivered as an extra curricular program and designed to develop the student's programming and problem solving skills in the field of physical sciences. The skills developed during their project will be transferable and advantageous to those students wishing to pursue a STEM career or tertiary studies in the future. In 2013 the students won the First Lego League competition.

The college continued to strengthen the partnerships in particular:

City of Mandurah
Bendigo Community Bank – Halls Head
Murdoch University
Challenger Institute of Technology
Men of the Trees
Workplace Learning businesses and industries



Achievements - Learning Area Achievements

Humanities

- Progress in the performance (English) of the students 2012 year 9 – 2013 year 10 indicate a significant increase (16%) in the number of A/B grades being awarded.
- Progress in the performance (Society and Environment) of the students 2012 year 8 – 2013 year 9 indicate a significant decrease (18%) in the percentage in the number of D/E grades being awarded.
- Performance of the Year 11 English students throughout the year improved, with a significant increase in the number of students receiving an A/B grade in semester 2.
- Stage 3 Literature 6 course differentials above expectations

Science

- Progress in the performance of the students 2012 year 8 – 2013 year 9 indicate a significant increase (32%) in the percentage in the number of A/B grades being awarded.
- Progress in the performance of the students 2012 year 9 – 2013 year 10 indicate a significant increase (28%) in the percentage in the number of A/B grades being awarded.
- Teacher judgements indicate year 8 cohort is particularly strong with 51% of students receiving an A/B grade.
- Stage 3 Human Biology 4 course differentials above expectations.

Mathematics

- Progress in the performance of the students 2012 year 9 – 2013 year 10 indicate an increase (10%) in the percentage in the number of A/B grades being awarded.
- Progress in the performance of the students 2012 year 8 – 2013 year 9 indicate a significant increase (34%) in the percentage in the number of A/B grades being awarded.
- Mathematics Specialists & Mathematics 3CD % of A,B & C above that of DoE schools

Physical & Health Education

- 51% of year 8 students received an A/B grade in physical education.
- 45% of year 8 students received an A/B grade in health education.
- 41% of year 10 students received an A/B grade in physical education.
- 48% of year 9 students received an A/B grade in health education.
- Performance of the Year 11 Outdoor Education students throughout the year improved, with a significant increase in the number of students receiving an A/B grade in semester 2.

The Arts

- 47% of year 10 students received an A/B grade in The Arts (Drama)
- Performance of the Year 11 Dance students throughout the year improved, with a significant increase in the number of students receiving an A/B grade in semester 2.
- Performance of the Year 11 Visual Arts students throughout the year improved, with a significant increase (17%) in the number of students receiving an A/B grade in semester 2.
- 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 Art - Dance.

Academic Achievements - Learning Area Achievements (cont)

Technology and Enterprise

- Performance of students over semester 1 and 2 year 9 Technology and Enterprise (Catering) indicate over 50% of students received an A/B grade.
- 100% of students in year 10 Technology and Enterprise (Materials Technology) were performing at or above a satisfactory standard. (C grade or better)

Engagement

- 23 students achieved their WACE
- 2 students accepted into alternative university entry courses
- Increase number of students participating in VET and traineeship's compared to 2012.
- Overall increase in academic performance and attendance for 60% of the students.

Workplace learning

- 58 year 12's completed WPL.
- Performance of the students was significantly higher than like school and other DoE schools.
- % A/B grades 10% higher than like schools and the state.
- Review of practice and processes can be attributed to the success and progress in WP
- 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.



Non Academic Achievements

Attendance

Overall attendance =

- 43% Regular attendance (90-100%)
- 23% At Risk Indicated (80-89%)
- 14% At Risk Moderate (60-79%)
- 20% At Risk Severe (0-59%)

	Semester 1	Semester 2
Non Aboriginal =	89.6	84.3
Aboriginal =	79.3	72.4

Target 1 ~ Year 8

60% or greater Regular Attendance

- Achieved 88.1%

Target 2 ~ Year 9

Maintain 60% or greater Regular Attendance

- Not Achieved 85.9%

Target 3 ~ Indigenous Students

maintain their Regular Attendance

- % of Indigenous students who maintained regular attendance

Year 8	38%
Year 9	25%
Year 10	42%
Year 11	22%
Year 12	14%

Pastoral Care

The college has experienced a positive cultural shift in the respect and care for the individual. The induction of Mind Matters to all year 8 & 9 students has assisted these students to have a better understanding of the pastoral care support mechanisms. (84% of students have a strong understanding of who to seek help from) In addition to this, the college has experienced a significant reduction in the number of suspensions issued in 2013 compared to 2012, with an overall 50% reduction in the number of suspensions for physical assault or intimidation of other students. Feedback from year 8 – 10 students indicate a strong understanding of the good standing process and feel this an important aspect of their non-academic program.

Additional pastoral care activities/programs:

- “Big Day In”
- Inaugural “Health Expo”
- Deadly Sista Girlz – Wirrpanda foundation
- Wirrpanda foundation - Boys group

College Community Feedback

Student feedback indicated that the reputation of the college is strengthening in the community. The students have a good understanding that the college is a year 8 – 12 college with two main campuses. The 2013 year 8 students felt the transition program more than adequately prepared them for secondary school.

The staff are seen as professional, dedicated, friendly and helpful by the majority of the students. The academic expectations are clearly understood by the year 10 students and the course selection process was effective in developing a pathway which will provide the students

Non Academic Achievements *(cont)*

opportunities for educational excellence and life-long learning. Students also found the collocated site provided them with opportunity to experience tertiary and further training opportunities.

Students have a strong understanding of the code of conduct and how to access support if required in the area of pastoral care. The high quality of service from the Student Services team on both campuses ensured students felt confident that they would be supported when faced with challenges in their academic and non-academic program, assisting them in managing their overall educational program.

Extra Curricular & Value Adding Activities

- Host college of the Year 12 ATAR revision seminars
- Host college of the Curtin UniReady program for the Peel Region
- Robotics STEM program (Science, Technology, Engineering and Mathematics)
- Cambodia field trip
- Country week
- iOS App Development program
- Photography Exhibition and Media Film Festival (Cert II & III)



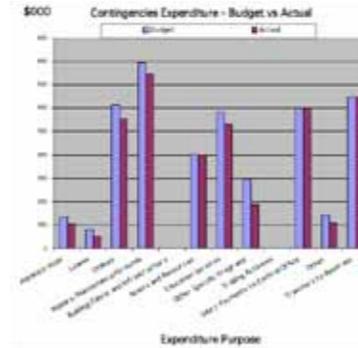
Financial Report

Financial Summary as at 31st December 2013

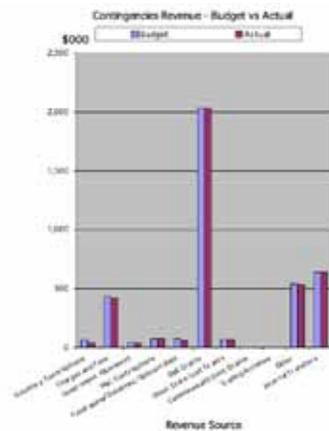
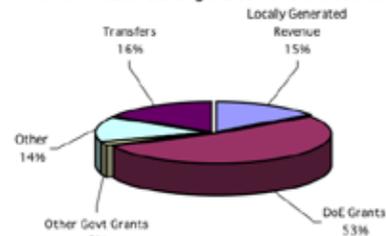
EXCELLENCE RESPECT COMMITMENT

Expenditure	Budget	Actual
1 Administration	\$ 134,450.96	\$ 106,296.79
2 Leases	\$ 81,153.40	\$ 51,668.17
3 Utilities	\$ -	\$ 555,365.72
4 Repairs/Maintenance/Grounds	\$ 795,210.50	\$ 748,625.19
5 Building Fabric and Infrastructure	\$ -	\$ -
6 Assets and Resources	\$ 402,325.43	\$ 397,584.70
7 Education Services	\$ 583,694.98	\$ 531,814.39
8 Other Specific Programs	\$ 292,342.40	\$ 186,896.28
9 Trading Activities	\$ -	\$ -
10 Salary Payments to Central Office	\$ 600,000.00	\$ 600,000.00
11 Other	\$ 142,224.42	\$ 109,525.18
12 Transfers to Reserves	\$ 647,843.07	\$ 647,843.07
Total Contingencies Expenditure	\$ 3,679,245.16	\$ 3,935,619.49
Total Salary Expenditure	\$ 11,840,359.00	\$ 11,420,047.00
Total Expenditure	\$ 15,519,604.16	\$ 15,355,666.49

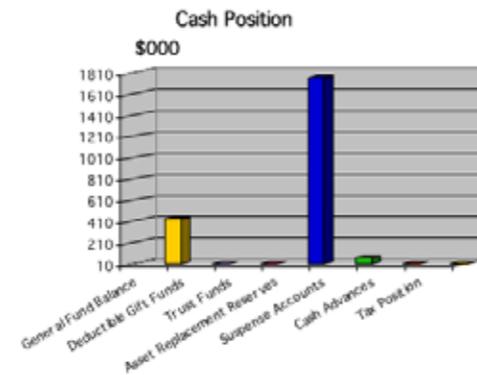
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12 Transfers to Reserves	\$ 647,843.07	\$ 647,843.07
Total Contingencies Expenditure	\$ 3,679,245.16	\$ 3,935,619.49
Total Salary Expenditure	\$ 11,840,359.00	\$ 11,420,047.00
Total Expenditure	\$ 15,519,604.16	\$ 15,355,666.49



Current Year Actual Contingencies Revenue Sources



Cash Position as at:	
Bank Balance	\$ 2,243,392.31
Made up of:	\$ -
1 General Fund Balance	\$ 428,025.06
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,763,197.08
5 Suspense Accounts	\$ 62,052.17
6 Cash Advances	\$ 780.00
7 Tax Position	\$ 9,102.00
Total Bank Balance	\$ 2,243,392.31





JOHN TONKIN COLLEGE
Mandurah Western Australia
EXCELLENCE - RESPECT - COMMITMENT



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