

Annual Report

2023



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As a leading Independent Public School in the Peel region, John Tonkin College provides a contemporary learning environment in response to the rapidly changing world around us. Founded in 2012 as a result of the amalgamation of Mandurah High School and Mandurah Senior College, the school is now a vibrant entity operating across two main sites; the Year 10- 12 MET (Mandurah Education and Training) Campus on Education Drive and the Year 7-9 Tindale Campus; the college also operates The Marine Centre in Dawesville.

John Tonkin College is named after one of Australia's longest serving politicians, the late Honourable John Tonkin who was a teacher, Education Minister, Deputy Premier and Premier of Western Australia. He valued fair play, hard work, tolerance, patience and believed in correct and proper teaching that developed good relationships with students. John Tonkin College caters for a diverse student population drawn from the entire Mandurah Region. The needs of our academically able students are addressed through a Specialist Surf Science Program in Years 7-9 which provides extended learning experiences in the field of Marine Environmental studies. A separate Academic Extension program has operated for those students who were not drawn to the outdoor experiences of the Specialist Program. In Years 11 and 12 students have a wide range of Vocational Training and University Pathway courses to choose from.



John Tonkin College aspires to achieve outstanding results for the students of Mandurah. In doing this, we are establishing an aspirational and supportive learning environment where all students have access to programs which can lead them to higher achievement. The 2021-2024 Business Plan provides a framework for strategic and operational development during that period and reflects the contributions of the motivated staff and Board of John Tonkin College. We are excited about the potential of our students and look forward to assisting them to achieve their goals.

This report will highlight the commitment of John Tonkin College staff to analyse performance and plan for improvement. The foundations have been laid for future improved academic, behavioural and social outcomes.



What we do...

Our students are growing up in a community that has amazing opportunities and potential for them to lead change now and in the future. Students move through their adolescent years gaining confidence and discover their potential. It is our job as educators to provide a learning environment where the students are continually challenged to be the best that they can be whilst recognising their individual needs and aspirations.

We acknowledge that every human being is a 'work in progress' and most teenagers provide ample evidence for this. As teachers, we are particularly mindful of the need to be patient, trustworthy, supportive and forgiving. We establish a safe environment for our students to thrive in, where they are encouraged and feel that they belong. We challenge ourselves to be better educators; we seek feedback, analyse results and set new targets. Accordingly, we establish a classroom culture that is conducive to learning and where every student makes a contribution. We celebrate positive behaviour and achievement of academic goals. We work in unity with our colleagues to ensure that whole school programs and systems are successful.

We work in unity with parents and the community to ensure that our students become positive contributors to our society. Our students come to us from a wide range of backgrounds and the great majority easily manage day to day life at school. They make a positive contribution, are socially adept and respectful.

Some students face daily challenges and need adjusted learning programs and behavioural support to enable them to participate effectively, continue to learn and do this in a manner that does not impact on the learning outcomes or safety of others. We have established a consistent approach in teaching and learning that uses Advancement Via Individual Determination (AVID). We provide learning and social experiences within the classroom and the school community. Our students have the opportunity to make a contribution within our community, to participate and thrive in sporting pursuits, to extend their creativity within artistic mediums and to immerse themselves in another language and cultures. Their critical and creative thinking skills are challenged and they are trained to be workforce ready in the future. The staff of John Tonkin College are dedicated to continuous improvement. We measure ourselves and our performance as a school and use a variety of tools to do this.



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2023 Cohort Data Snapshot

We have a diverse community and the data represented in this snapshot demonstrates the range of student backgrounds.

42% in bottom
quartile of social
disadvantage

663
Students
(Semester 1 Census)

8.0%
Aboriginal

ICSEA 976

12% Language
background
other than
English

5%
Disability
increase of 1%

**Student
Transiency**
26.6%
increase of 2 %

7% in top
quartile of social
disadvantage -no
change from
2021



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New and Upgraded Facilities

2023 was a big year for improvements at our Tindale Campus!

Canteen Area – A brand new roof was installed and this was followed by the installation of a ceiling and new lighting. The Canteen Area is now a highlight within the school and a great place to hang out at Recess and Lunch. The roof was funded by the Department of Education and the ceiling/lights were funded via a state government election commitment.

Aquaculture Centre – Courtesy of a one million dollar STEM funding grant, we now have a state-of-the-art Aquaculture facility at the Tindale Campus. This significantly enhances our capacity to deliver programs that are relevant to our local environment. It has resulted in us partnering with South Metro TAFE to offer a Certificate II in Aquaculture in 2025. Setting up the centre was a big task, for which the Science team is to be congratulated.

Design and Technology Upgrades – Also funded via the one million dollar STEM funding grant, enhancements were made to our aging D&T facility at Tindale to improve student access to STEM programs and equipment.

Enterprise Centre – The very aged and poorly utilised Staffroom at Tindale Campus has had a complete makeover. This is now a multi-purpose room for presentations, meetings and community hire. It boasts the latest in technology, 30 Laptops and hospitality supplies. This was also funded via a state government election commitment.

Tindale Campus Grounds - our gardening and maintenance team were in over-drive in 2023, to give us a much-needed facelift! It is a pleasure to walk through this campus and see how much it is loved by all.





Shaping Your Future Through Career Development

John Tonkin College is proud to offer a comprehensive career development program that empowers students at every stage of their journey. We believe career development is a lifelong and life-wide process, encompassing all the experiences that shape your interests, skills, and abilities. Our program is designed to reflect this philosophy, guiding you towards a fulfilling future.

Building Self-Awareness (Years 7-9):

Your journey starts with self-discovery. Through interest and skills inventories, you'll gain valuable insights reflected in your Individual Pathway Plan (IPP). As you progress, you'll regularly revisit the IPP, refining your focus, expanding skills, and reflecting on personal growth and challenges.

Year 9: Exploring Your Options:

Year 9 is a pivotal time for career exploration. We believe "you can't be what you can't see," so we offer a series of Career Taster excursions across diverse industries. Students are encouraged to suggest specific areas of interest, ensuring a program tailored to your needs. These experiences, combined with your IPP, will equip you for informed course selections in Senior School (Year 10-12).



Year 10-12: Decision Making and Beyond:

While IPPs continue, the focus in Years 10-12 shifts to building the skills and confidence needed for critical decision-making. Students are supported with:

- Guest Speakers: Industry professionals share insights based on current labour market trends.
- Career Conversations: People from the community share their personal career journeys.
- Work Readiness Workshops: Offered in partnership with the Mandurah Forum, these workshops focus on practical skills like resume writing and interviewing.
- TAFE/UNI Applications: Assist with Student applications across a range of settings including TAFE and University

Dedicated Career Practitioner:

Available across both campuses, our Career Practitioner works with individual students, parents, and teachers to ensure everyone has the support needed to discover their ideal pathways. One on One provides a personalized approach where you meet with a qualified Career practitioner to discuss and gain support with Self-assessment, Career exploration, Goal setting, Job Search strategies.

We're also strategically weaving career awareness into all subjects, helping students see the connection between their studies and future possibilities. This comprehensive approach equips students with the knowledge, skills, and confidence to chart their own successful future.

Academic and Vocational Pathways

University Pathway – Uni Ready

Twenty three Year 11 students enrolled in our first cohort of Curtin UniReady in 2023, with 16 remaining in Year 12 2024. This represents a significant increase in students who are university bound.

Declining numbers of students engaging in the ATAR pathway, combined with unacceptable success rates, has strongly influenced our decision to adopt a different university pathway other than traditional ATAR. In 2023, we formed a partnership with Curtin University and offered the Uni Ready program to our Year 11 university aspirant students. Students are encouraged to enrol in ATAR Mathematics Applications and ATAR Human Biology to complement the Uni Ready program and this is particularly important for those students wishing to pursue a degree in the Health Sciences.

The highly successful Uni Ready program is evidence based, rigorous and prepares students for the demands of university study. The Uni Ready program includes examinations but is not as test/exam driven as the traditional ATAR pathway and the course content, structure and assessment practices, better reflects what students can expect at university. The reduced focus on tests and exams means that a greater number of students can access the university pathway and achieve direct entry to more than 70 undergraduate degrees at Curtin University – and they will be eligible to apply for entry at any of the universities in Western Australia. In 2024, we have 14 Year 11 students and 18 Year 12 students enrolled in the Uni Ready program and we anticipate that most of these students will achieve direct entry into university at the end of Year 12.

WACE Pathways 2024 and Beyond

We constantly reflect on student achievement data and adapt to changing circumstances by implementing improvement strategies to ensure successful outcomes for as many students as possible. In 2024, almost every Year 11 student is enrolled in a Certificate II (or higher) course – or is participating in the Uni Ready program as part of their WACE pathway. We envisage greater student engagement in Years 11 and 12 that will lead to successful outcomes and positive post school destinations.



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2023 Year 12 Achievement

2023 was an anomalous year for Year 12 student achievement. The small cohort of 81 students were monitored and supported throughout the year, but there was a core group of students who were apathetic and did not respond to support interventions for a range of reasons. Whilst there were some outstanding achievements for individual students, the overall WACE achievement of 79% was below the trend of the previous 5 years of WACE attainment which was consistently above state average for Like schools. 86% of the cohort achieved the literacy and numeracy standard and again, this is below the previous 5 year trend of literacy and numeracy achievement being at or above 90%, and above state average for Like Schools. Students had the opportunity to attend literacy and numeracy support classes after school, but a significant number chose not to attend. In 2024, students who have not met the standard for literacy and/or numeracy, will be required to attend the compulsory, timetabled OLNA support class.

ATAR

Student numbers have gradually declined since 2019 due to the establishment of a new senior high school in Mandurah. This has resulted in fewer students participating in the ATAR pathway and in 2023, the final ATAR cohort comprised of 10 students who were enrolled in four or more ATAR courses; five students were enrolled in one or more SIDE ATAR courses due to the school being unable to offer a broad range of courses. The median ATAR achieved was a disappointing 47 and this is reflective of the longitudinal trend, since 2020, of declining median ATAR scores. Most of the students in this small cohort were capable of achieving strong results but a range of factors influenced the final outcome. Most of the SIDE students struggled to engage with the online mode of delivery and some students lacked motivation in Year 12 due to receiving unconditional offers based on Year 11 results. Anecdotally, teachers and students commented that the very small class groups impacted on student energy and motivation.



NAPLAN 2023

Our NAPLAN performance is presented graphically on the following pages. In summary, the Year 7 cohort achieved strong results in all NAPLAN tests and performed at or above Like and WA Public Schools. The Year 7 students are being closely monitored and their progression will be measured in the 2025 NAPLAN tests.



The Year 9 cohort did not perform well overall and there is particular concern about the limited progression from Year 7 NAPLAN achievement in Writing. 31% of students did not meet the standard compared to 14% of students in Like Schools.

Improving writing is a whole of school targeted initiative and in 2024, all Years 7-9 students are engaging in Writer's Toolbox; an evidence based, online writing tool that instills student confidence through participation in differentiated, engaging writing activities. Individual students are provided with instant feedback on progress and are guided on how to improve their writing for a range of purposes and text types. The program allows teachers and students to track individual progress in writing and it identifies individual strengths and weaknesses.

Addressing numeracy across Years 7-10 is another whole of school targeted initiative. From 2024, students are grouped according to strengths and abilities to allow the teacher to develop a targeted teaching and learning program to meet the needs of individual cohorts. The current Year 9 cohort will have access to the OLN support class when they enter Year 10 in 2025. This class supports students to improve their reading, writing and numeracy skills and prepares them for the OLN tests in literacy and numeracy.



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FINANCE 2023

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	318,136	318,136
Carry Forward (Salary):	750,716	750,716
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	11,024,605	11,024,605
Locally Raised Funds:	1,123,832	991,201
Total Funds:	13,217,289	13,084,658
EXPENDITURE		
Salaries:	9,701,166	9,701,166
Goods and Services (Cash):	3,360,345	2,924,662
Total Expenditure:	13,061,511	12,625,828
VARIANCE:	155,778	458,830

EXPENDITURE - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	8,830,889	8,830,889
New Appointments	0	0
Casual Payments	718,911	718,911
Other Salary Expenditure	151,366	151,366
Total Funds:	9,701,166	9,701,166
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	210,235	231,466
Lease Payments	15,739	15,739
Utilities, Facilities and Maintenance	1,137,807	1,111,327
Buildings, Property and Equipment	309,923	184,648
Curriculum and Student Services	814,898	635,705
Professional Development	45,323	43,836
Transfer to Reserve	803,892	679,991
Other Expenditure	22,528	21,952
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	3,360,345	2,924,664
TOTAL	13,061,511	12,625,830

INCOME - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	318,136	318,136
Carry Forward (Salary)	750,716	750,716
STUDENT-CENTRED FUNDING		
Per Student	6,777,615	6,777,615
School and Student Characteristics	1,758,736	1,758,736
Disability Adjustments	193,791	193,791
Targeted Initiatives	868,734	868,734
Operational Response Allocation	1,470,652	1,470,652
Total Funds:	11,069,528	11,069,528
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	700	700
Transition Adjustment	#N/A	#N/A
School Transfers – Salary	(984,597)	(984,597)
School Transfers - Cash	978,060	978,060
Department Adjustments	(39,085)	(39,085)
Total Funds:	#N/A	#N/A
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	42,441	15,534
Charges and Fees	281,353	225,984
Fees from Facilities Hire	48,894	48,894
Fundraising/Donations/Sponsorships	28,431	22,495
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	79,763	79,763
Revenue from CO, Regional Office and Other scho	54,657	54,657
Other Revenues	211,741	167,323
Transfer from Reserve or DGR	376,552	376,552
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	1,123,832	991,202
TOTAL	#N/A	#N/A

