



JOHN TONKIN COLLEGE EDUCATION SUPPORT CENTRE

2018 Annual Report



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SCHOOL PROFILE

John Tonkin College Education Support Centre

Location

The school is located approximately 80 kilometres south-west of Perth. The school is situated on the Mandurah Education and Training Campus (MET) alongside John Tonkin College, South Metro TAFE and Murdoch University. It is regarded as a country school, but has metropolitan advantages. The school population is drawn from a wide area, which encompasses Dwellingup to the east, Lake Clifton to the south and Golden Bay to the north.

History

In 1986 an Education Support Unit for students in Years 8 to 12 was opened on the Mandurah Senior High School campus. This rapidly expanded to two units. By 1996 the student population had grown to 28 and the unit became a Centre. In 2001, as a result of local area education planning in the Peel District, the centre was renamed Career Enterprise Centre and moved to the new MET Campus. For 2001 only, a Year 10 satellite class continued to operate at the old site of Mandurah High School. At the beginning of 2016 the Career Enterprise Centre changed its name to John Tonkin College Education Support Centre (JTCEC). Although the name change occurred, JTCEC retains its independence as a stand-alone Independent Public School (IPS) which is co-located within the MET Campus.

Facilities

The Principal and Manager Corporate Services (MCS) office, reception desk and meeting rooms are situated in the Administration Building. The Centre has five general classrooms and a staff office situated on Learning Street. A disabled bathroom and storeroom are situated next to the classrooms. A purpose built demountable housing the newly refurbished kitchen and laundry facility is located behind the main buildings within easy access to classrooms. A large workshop is at the eastern end of the campus and a purpose built Art and Art Therapy Room is adjacent to the workshop. A specialised space has been developed adjoining to FG03 for use as the Visage—Beauty Therapy Room.

Student and Staff Services

The Centre is a Level Three IPS with a Principal, Manager Corporate Services, 1.6 FTE School Officer. There is access to the on-site Nurse two days a week and a School Psychologist one day a fortnight. In 2018 there were three generalist classes of mixed Years 11 and 12 students. Class allocation is according to ability which enables each student to reach and maintain their individual potential, and allows teachers and specialist educators to cater for each individual's learning and emotional requirements.

ETHOS

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PURPOSE

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

VISION

- 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

VALUES

- Belief in the unique potential of all individual students
- Commitment to excellence in teaching practice and programs to support students to fulfil their potential
- Belief that teamwork is fundamental to the effectiveness of our school
- Commitment to providing a safe, protective and positive learning environment that promotes academic success and socio-emotional wellbeing



SCHOOL BOARD CHAIR REPORT By Sue Hill

In 2018 Board members addressed the recommendations of the 2017 IPS Review relating to Governance and Support, ensuring that specific targets of our Business Plan continue to be discussed and acted upon in a regular and meaningful manner. As most Board members have now undertaken formal Board training, there is a deeper understanding of the important role we play in ensuring the foundations of good school governance.

I wish to acknowledge the dedication and commitment of Ms Hawkins and all the staff in ensuring that our students have the best possible learning opportunities in a safe happy and caring environment. The 2018 Annual Report provides a comprehensive overview.

Student Enrolments 2018

In 2018, JTCEC had a total of 31 students in Years 11 and 12

- 14 Year 11 students (5 females & 9 males)
- 14 Year 12 students (5 females & 9 males)
- 2 Year 12 students were enrolled but did not attend
- 1 Year 11 student enrolled but did not attend

SCHOOL DECISION MAKING

The School Board held meetings two times (Weeks three and nine) of each term. The Finance Committee met once per term.

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, after school, totalling five hours per term.

	Attendance Rate	
	School	WA Public Schools
2016	83.0%	87.7%
2017	85.1%	87.8%
2018	81.3%	87.6%

JTCEC STAFFING FOR 2018

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	TOTAL FTE
Leadership	1	1.0			1	1.0
Teacher	7	5.4			7	5.4
Education Support EA	13	10.1			13	10.1
Admin	8	3.7	1	.8	9	4.5
TOTAL	29	20.2	1	.8	30	21.0

SUCCESS FOR ALL STUDENTS

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 Plan (ITP) by the end of their final year of schooling to support successful transition to post school life

Meetings were held with student/parents/carers in conjunction with the student's teacher and the Transition Coordinator, to formulate a plan for the student during Year 11. Contact is maintained throughout the two years to monitor and reassess the plan, establish contact with external agencies as required and complete necessary paperwork. The ITP is a working document and can be amended throughout the two years in accordance with the student's needs, growth, development and performance.

In Year 11, students gain experience in a different work experience placement from their Year 10 placement, and we encourage new ideas from both student and parent. In Year 12, we endeavour to place students in work placements which could lead to employment and/or relate to their post school pathway. Additional time in the workplace is possible to gain more valuable experience and build confidence.

Thirteen (13) students graduated from JTCESC in 2018. Below is the 2018 Year 12 student data for achieving successful targets.

Registered with the WA National Disability Insurance Scheme (WANDIS) or the National Disability Insurance Agency (NDIA) The Transition Coordinator ensured all JTCESC students and parents/carers were referred to the Disability Commission to register for WANDIS services and supports by the cut-off date (30 July 2018). Students who already had current WANDIS Plans were required to transfer over to the NDIA by 30 November 2018. Those students who did not have a WANDIS plan were required to register directly with the NDIA to apply for an individual plan.

Students received a tailored plan that included access to supports and service providers where needed. Initial meetings were facilitated by the Transition Coordinator between student, parents/carers and Local Coordinators from Disability Services Commission. Specific goals were identified in meetings such as: employment or volunteering options, funding supports and Centrelink allowances, therapy requirements and community engagement. Where necessary, the Transition Coordinator provided details of local service providers and facilitated meetings on parent/carers requests.

- 12 students are registered and have endorsed WANDIS or NDIS Plans
- 1 student did not meet the eligibility requirements

Students registration with a Disability Employment Service (DES) provider

The role of a DES provider is to assist our students in finding and keeping a job in open employment, as well as provide ongoing support when required. The Transition Coordinator confirmed if students met the eligibility criteria to register, and if so, provided the DES provider information to both student and parents/carers. Numerous meetings were facilitated at JTCESC to enable student and parent/carers to meet and sign up with DES providers.

- 6 students are registered with a DES

Student registration with an Alternatives to Employment (ATE) provider

The role of an ATE provider is to assist our students who are unable to maintain open employment and by providing access to a range of alternative opportunities during standard working hours.

ATE programs are based on the needs and goals of individuals. ATE programs focus on social participation, increasing independence, lifelong learning and enhancing natural support networks. The Transition Coordinator arranged information sessions and meetings with students, parents/carers and ATE providers. Students were given the opportunity to participate in ATE scheduled programs during school hours, this allowed the student to experience the activity prior to making a commitment to register with them.

- 2 students are registered with an ATE

Students securing Open Employment

The Transition Coordinator formulated written proposals to potential employers on behalf of students. The proposals outlined the significant role inclusion and diversity play in impacting organisational performance. The proposals addressed the financial incentives available to the Employer and the benefits employment creates for students. Open employment contributes towards students overall economic security, allows students to experience social inclusion and independence, and works toward their physical and mental health and wellbeing.

- 2 student have successfully secured part-time employment

Further Vocational Education and Training (VET)

The Transition Coordinator coordinated meetings with students, parents/carers and the TAFE Admissions Officer to enquire on students options for further education. Administrative support was provided to parents/carers in the online TAFE application process.

- 7 students are enrolled in TAFE for further education

Scholarships

The Good Samaritan Industries 2018 Student Scholarship Award can be used to fund a student's future course fees and any associated costs, as well as to purchase assistive technology to commence and complete further training or education.

- 1 student was the successful scholarship recipient

Disability Support Pension (DSP) Allowance from Centrelink

The Transition Coordinator offered administrative support in completing relevant Centrelink forms for students and parents/carers. The Transition Coordinator provided parents/carers with advice on how to claim the Mobility Allowance, Pensioner Education Supplement, and the Child Disability Assistance Payment.

- 5 students are in receipt of the DSP
- 8 students DSP application's are currently in progress

2018	Did not Meet Criteria	Students
Register with WANDIS	1	12
Disability Employment Services (DES)		6
Alternative to Employment (ATE)		2
Open Employment		2
VET		7
Scholarships		1
Centrelink and Disability Support Pension (DSP)		5 with DSP 8 DSP applications in progress

BUSINESS PLAN TARGET

Develop parent understanding of the role of relevant external agencies to provide support for their child

The Transition Coordinator worked collaboratively with teachers and the WPL Coordinator to build strong relationships with students and parents alike. During the year, regular meetings **were held to discuss students' interests, abilities and skills which** led to identifying individual student goals. Once goals were established, it was essential to outline the strategies needed to achieve successful outcomes. This was summarised on the **student's Individual Transition Pathway Plan.**

The meetings helped identify future decisions and goals, such as:

- ◆ Seeking and applying for employment or traineeships
- ◆ Linking students and parents with Centrelink and other support agencies
- ◆ Registering with transdisciplinary therapy providers
- ◆ Participating in leisure and recreational activities, development of personal management and independence, and social and community connections.

The Transition Coordinator also established connections and relationships with local agencies who are able to assist the parents/cares of students with disabilities while in school, as well as post school.

During the transition process from Year 10 to JTCESC parents/carers were provided with information; both verbal and via email/post, which informed them of events and opportunities within the community. Building relationships with the parents/carers of the **incoming cohort assisted when planning the students' post school options.**

Following on the success of two previous Expos (2016/2017), the **2018 Expo "Fostering Different Abilities" was held at the Mandurah Offshore Fishing Club in September.** A larger location than in previous years was required to accommodate over 25 service providers and guests. The attending service providers offered many varied services, ranging from respite, employment and socialisation.

Guest speakers included:

- ◆ Welcome to Country by Traditional Owner and Elder George Walley
- ◆ Darlene Mallett - Former Parent of JTCESC student
- ◆ **Patsy O'Grady** - NDIS
- ◆ Youth Disability Advocacy Network (YDAN)
- ◆ Vanessa Vlajkovic - Committee Member of YDAN
- ◆ Lewis Price - Project Officer for YDAN

◆ Jesse Williams - Chair of YDAN

The Transition Coordinator maintained open and effective communication with local agencies and service providers to ensure that school is kept up-to-date with new policies and procedures, assistance available within the community and changes to staff. When pertinent and relevant information is obtained regarding a particular provider who may assist a **student's needs, this information is forwarded to the parents/carers via phone call, email or letter.**

Parents/carers were encouraged to contact the school Transition Coordinator to obtain information or clarification on services available within the community to support their student.



September 2018 — Guests at the "Fostering Different Abilities" Expo hosted by JTCESC were given opportunities to access information on what resources/activities/agencies were available in the area



Over 25 service providers attended the MANDURAH OFFSHORE FISHING CLUB which was the venue for the "Fostering Different Abilities" expo which was open to the community.

Throughout 2018 students from Riverside Primary School were invited to JTCESC 1 day per week for 6 weeks and took part in various activities such as workshop, cooking and art.



October 2018 — JTCESC was well represented at the "ABILITIES EXPO" at the Burswood Convention Centre

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.

BUSINESS PLAN TARGET

Increase involvement of the School Board in monitoring school performance against the Business Plan

Regular Board Meetings were held twice a term to compare the **school's performance against the business plan, finances and school events.**

JTCESC staff were invited to present to the Board how they were meeting the business plan targets within the classroom and the school:

- Workplace Learning Coordinator briefed the Board on **students' performance in VET and Workplace Learning.** Board members were able to ask questions and to give feedback (*Target 3*)
- The Transition Coordinator is a member of the Access and Inclusion Advisory Group (AIAG) and Access Inclusion Participation (AIP) Group and represents JTCESC at the City of Mandurah meetings (*Target 4*)
- Classroom teachers presented the Board with planned end of day class reflection sheets and the progression of the Peer Observation and Feedback processes within the school (*Target 5*)
- Classroom teachers discussed how they addressed targeted IEP and ITP objectives through:
 - tailored programs
 - explicit instruction
 - a variety of baseline testing
 - review of IEP documents with relevant stakeholders each semester
 - individualised learning adjustments (*Target 6*)

The school liaised with the Board via emails, newsletters and extended invitations for school events such as Parliament House invitations and school Open Days. This interaction allowed them to be a visible part of the school community and to become familiar with students and staff.

Department of Education offered IPS School Board training and this offer was taken up by three board members. Discussions took place about further training which would take place in early 2019. The training already undertaken was very beneficial to the overall running of the Board. We plan to invite other School Boards to attend planned training sessions in future.

2018 was the start of the new Business Plan and continuous review. Assessment and monitoring took place in conjunction with the Board to ensure targets were being met or addressed.



BUSINESS PLAN TARGET

Over the next three years raise the profile of the board within the school and wider community

During the year board members were invited to participate in school activities such as Visage Salon Days where they were treated to manicures/pedicures, facials and hair treatments.

The Expo at the Mandurah Offshore Fishing Club also gave the board a chance to interact and meet local providers and share experiences.

The updated school website includes a profile of the board members. Individual Board profiles have been featured in the term newsletters.



SUE HILL— CHAIRPERSON

Initially joined CEC as a relief teacher **12 years ago**. "It has been my privilege to lead the Board to become more skilled in working collaboratively beside our dynamic Principal in developing the Business Plan for the next 3 years."



DAVID TEMPLEMAN MLA has been associated with John Tonkin College ESC for a number of years **now**. "I have met a number of our students when they were attending our local primary schools. I joined the Board to assist the School in achieving its strategic goals for our students and to associate for our school in the important role it plays in **education in our region.**"



BARRYLDENE CARLSON has been a board member for 4 years. Her daughter attended the Career Enterprise Centre. "It is an honour to be a part of the JTCESC School Board for almost 4 years and to have input to what this school has to offer for these students in most need of support, and to give them the confidence to face the outside world as an adult."



PROFESSOR PAUL MORRISON "I enjoy working with staff, our Board, our parents, our wider school community and most importantly our tremendous students. In my view, John Tonkin College ESC is an **outstanding local school.**"

EFFECTIVE LEADERSHIP

School leaders play a key role in fostering an environment of success for all. Quality educators are empowered to be creative in the development of learning opportunities and to utilise resources as needed to ensure every student succeeds. The commitment to uphold the vision, purpose and ethos of JTCECSC will ensure the school maintains a "student focused" direction.

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.

Regular staff meetings were held after school where further professional development and sharing of knowledge was encouraged.

National Opinion Survey was completed mid-2018

Responses

STUDENTS: 22 out of 24
PARENTS: 7 out of 25
STAFF: 13 out of 22

Student Survey Results: 4 of the 14 statements were met with between 72% and 77% of the 22 either agreeing or strongly agreeing in their response. In three of these, 23% of the students neither agreed nor disagreed. To be determined as to if students

STUDENT SURVEY RESULTS 2018	N/A	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	AGREE STRONGLY AGREE
	PERCENTAGE (22 students out of 24 responded)					
My teachers expect me to do my best				5%	64%	32%
My teachers provide me with useful feedback about my school work	5%			5%	68%	23%
Teachers at my school treat students fairly		5%	9%	5%	45%	36%
My school is well maintained			5%	14%	45%	36%
I feel safe at my school		5%		14%	41%	41%
I can talk to my teachers about my concerns		5%	5%	5%	41%	45%
Student behaviour is well managed at my school		5%	5%	14%	59%	18%
I like being at my school		5%		23%	45%	27%
My school looks for ways to improve				23%	59%	18%
My school takes students' opinions seriously			5%	23%	45%	27%
My teachers motivate me to learn	5%			9%	55%	32%
My school gives me opportunities to do interesting things			5%	9%	59%	27%

Peer observation and Feedback

Peer Observation and Feedback is teachers observing each other's practice and learning from one another. It provides opportunities to learn from others' teaching styles and aims to support the sharing of knowledge whilst building an awareness of the impact of their own teaching, in order to affect change.

Teaching staff will continue to be encouraged to implement the above practices.

Future Planning & Implementation Timeline

2017	Two staff attended a 2 day professional learning: Leading a Culture of Classroom Observation and Feedback
2018	Two staff attended professional learning
	Staff looked at how it would work at JTCECSC
	Timelines developed
	Staff handbook developed to assist with implementation
2019	Principal will conduct daily classroom walk through with a formal walk through with feedback between weeks 3 and 5 in Term 1 and 3
	Teachers will participate in the Peer Observation and Feedback in Terms 2 and 4
	Education Assistants wishing to take part will be encouraged to do so
2020	All staff will be expected to undertake peer observation and feedback

Future Planning Ideas

- Analyse student results to establish effectiveness of understanding questions for student surveys
- Survey to be completed twice a year to accumulate additional data for school reflection
- Investigate effectiveness of technology to support Staff Peer Observation Implementation



HIGH QUALITY TEACHING

JTCESC maintains a 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 are critical to the success of highly effective teaching practice that is essential for student learning.

BUSINESS PLAN TARGET

All students have Individual Education Plans (IEPs) and Individual Transition Plans (ITPs) to support and develop their specific life skill needs

At the beginning of each semester the classroom teacher, Transition Coordinator and other relevant stakeholders (ie: CPFS Case Managers, Art/Speech/Occupation Therapists, Local Coordinators and Mentors) meet with Parents/Carers. The **objective of these meetings was to discuss the student's individual strengths and focus on areas such as:**

Literacy	Life skills
Numeracy	Cadets
Workplace Learning	Art
Health & Fitness	Workshop
Social and Emotional	Protective Behaviours

Together a plan was established and learning strategies developed which supported the student in achieving success and becoming respectful young adults within the local community.

The Social and Emotional Profile (SEP) Tool continues to be a key element staff at JTCESC use to monitor student social and emotional wellbeing. Anecdotal notes are recorded throughout the term on Effort, Attitude, Emotional Regulation, Community Wellness and Attachment and Connectedness. At the end of each term, staff reflect on the information provided and make an **informed judgement about students' progress. This generates a report which is used to monitor and support students' social and emotional wellbeing.**

Continued support and training for staff was provided to strengthen their understanding, familiarity and confidence in using the tool and results will assist with future IEP development.



Future Planning Ideas

- 2019 will see continued workshops to set up profiles for new students
- Automatic emails issued through SEP platform to relevant staff

Literacy and Numeracy— Pre and post Testing Table

Testing for Literacy and Numeracy specific to each class abilities/levels was conducted in Semester 1 and 2. Due to the individual and complex needs of students, classroom teachers made an informed judgement about which testing would be suitable for students. Therefore, not all students attempt the same diagnostic testing tasks.

CLASS	TESTS	A STATEMENT OF RESULTS
T1	Burt Reading SA Spelling Waddington SENA 1 & 2 Maths	Students in T1 demonstrated 100% improvement in their Burt Reading testing results, most by over 1 year in their reading age. There was mixed results for SA Spelling test results with 40% of students showing slight improvement, 40% regressing and 20% not attempting. Waddington results showed 50% improved with 30% regressing and again, 20% not attempting the task. SENA Maths results showed all students had consistent improvement across all areas of the SENA 2 testing topics.
T2	Burt Reading SA Spelling	Students in T2 demonstrated 100% improvement in their Burt Reading testing results, most by over 1.5 years in their reading age. There was mixed results for SA Spelling test results with 1 student improving by a year, 2 students remained consistent at their semester 1 result, 3 students regressing by an average of 6 months and 4 students not attempting the task in semester 2.
FG04	Schonell Reading	Selected students in FG04 attempted the Schonell Reading test. Results showed there were some improvement with an average of 6 months in their reading ages, over the year.



Future Planning Ideas

- Student testing tasks to be decided on individual needs, through teacher consultation
- Administration to create documentation to include planning and expected timelines for testing to be completed by teaching staff

STUDENT PROGRAM ACHIEVEMENTS FOR 2018

and Comparative data 2017- 2018

Program	Year 11		Year 12			
	2018 Only		2017 (Yr 11)		2018	
	Achieved	Incomplete	Achieved	Incomplete	Achieved	Incomplete
Cadets	12	1	9	2	10	2
Workshop ASDAN	11				9	1
Workright ASDAN	11	1	8	3		2
Maths P Units	P1 = 9 P2 = 9		8		P3 = 9 P4 = 4	P4 = 4
Literacy - P Units	P1 = 9 P2 = 8	P2 = 1	8		P3 = 7 P4 = 6	P3 = 2 P4 = 2
WPL ADWPL	N/A	N/A	N/A	N/A	8	1
VET	5	(6 Enrolled)	8 Enrolled		2	(5 Enrolled)

CLASSROOM SUMMARIES

FG03 - Ms Natasha Gollan (Mrs Ange Tomlinson)

All students in FG03 worked to the best of their abilities and engaged in all tasks.

Health and wellbeing focus	<ul style="list-style-type: none"> • Remaking favourite recipe with a healthy focus e.g. pizza, tacos, banana muffins • Physical activity to build fitness and healthy lifestyle • Heavy focus on literacy and numeracy • Safer strangers, circles of touch
My community <i>Visiting different places in our community: Bendigo Bank, Harvey Norman, various parks and reserves</i>	<ul style="list-style-type: none"> • Focus on literacy and numeracy • Continued work on healthy lifestyle with cooking and exercise • Virtues Assembly - Honesty • Private and public, circles of touch
Enterprise focus	<ul style="list-style-type: none"> • Developed an enterprise concept and ran enterprise making and selling wheat bags • Continued focus on literacy and numeracy - specific to the enterprise • Workplace learning - being "work ready" • Continued work on healthy lifestyle with cooking and exercise • Sex education, private and public, circles of touch

T1—Ms Julie Higham

This year some of the things that we have worked on include:

Literacy	<ul style="list-style-type: none"> • Daily reading in groups (20 mins): novels chosen to reflect students' ability • Literacy intervention program: 1-1 for identified students • Critical thinking skills: through Picture of the Day and news articles • Improving writing and spelling: through working with phonics and individualised spelling lists • Language skills: morning chats; student presentations and demonstrations of skills learnt
Numeracy	<ul style="list-style-type: none"> • Money skills: budgets; credit cards • Foundation numeracy skills: place value; relationship between the four operations • Measurement: using a ruler and tape measure; perimeter and area
Health and Protective Behaviours	<ul style="list-style-type: none"> • Alcohol and recreational drug use: Dangers and where and when to access help • Relationship education: Unhealthy and abusive relationships; sexual health education • Healthy eating
Social Skills	<ul style="list-style-type: none"> • Making friends • Conversational skills • Meeting and talking to the opposite sex • PEERS (Program for the Education and Enrichment of Relational Skills) Social Skills program
Lifeskills	<ul style="list-style-type: none"> • Meal preparation skills • Kitchen hygiene: personal hygiene; food storage <p><i>Lifeskills was incorporated across all learning areas by:</i></p> <ul style="list-style-type: none"> • Contextualised learning, using real-life contexts: form filling; current news items; using 'real' coins, menus and shopping brochures; calculating fencing and lawn • Identification of students' IEP goals through meetings with all stakeholders (including the student) and base-line testing
Results achieved	<ul style="list-style-type: none"> • 75% of students made gains of up to a 3-year improvement in their literacy skills • Improved Foundational numeracy skills • Achievement of Preliminary Mathematics and English courses • Improved social-skills (as reported by parents and staff)

CLASSROOM SUMMARIES

T2—Mr Duncan Sanders

Business Plan Target 6	All students have individual Education Plans (IEPs) to support and develop their specific life skill needs.
Literacy	<ul style="list-style-type: none"> All Year 11 (6) students successfully completed the Preliminary 1&2 English Units All (3) Year 12 students successfully completed the Preliminary 3&4 English Units All students (Year 11 and 12) demonstrated improvement in their word recognition and reading evidenced in baseline and repeat testing Students' spelling age remained relatively stable, some going down slightly, due in part to different testing Semester 1 and Semester 2
Numeracy	<ul style="list-style-type: none"> All Year 11 (6) students successfully completed the Preliminary 1&2 Numeracy Units All (3) Year 12 students successfully completed the Preliminary Numeracy 3 and 4 Units Students learnt budgeting skills and money management
Social and Lifeskills	<ul style="list-style-type: none"> Students further developed their social and lifeskills through classroom theory and video analysis, as well as conversing with the general public during regular shopping visits Students successfully studied nutrition and healthy eating Students further developed their cooking skills by regularly preparing healthy meals
Health and Fitness	<ul style="list-style-type: none"> Students walked regularly (3 times a week for 1.5km) and participated in PE particularly soccer All students competed in the ESSN Soccer Carnival with Team 1 achieving first place
Workshop	<ul style="list-style-type: none"> Year 11 and 12 students successfully completed ASDAN Practical Workshop Students chose to make either a Planter Box, Workmate or table - all successfully completed their projects over the course of the year





TAFE: RETAIL CERT I — Each week students prepared food, set up tables and BBQ in readiness for their Sausage Sizzle which they sold to staff and students on the JTC Campus. Students took turns in organising the purchase of sausages/onion/buns, cooking and practising their money and customer service skills—using the till to take payments.

CLASSROOM SUMMARIES

ART — Mrs Laura Tolomei

Focus	<ul style="list-style-type: none"> • Ceramics • Print making • Portraiture • Talking about art and artists
Achievements	<p>Students created:</p> <ul style="list-style-type: none"> • ANZAC Day art piece group project exhibited at Mandurah Museum • Ceramic bobble headed toys, face pockets, totems and pendants from clay • Collograph and lino cut prints to print on paper and on calico tote bags. • Discussed famous artists and their paintings, how it made them feel, and their personal preferences and comments

LIFESKILLS — Mrs Laura Tolomei

Foundation skills

Focus	<ul style="list-style-type: none"> • Being part of a community • Exploring a range of community activities • Working together cooperatively • Developing rhythm and movement skills • Developing life skills
Achievements	<ul style="list-style-type: none"> • Cooking to contribute to breakfast club • Laundering mainstream school uniforms • Drumbeat • Dance • Craft making • Organising and preparing for and visiting parks and adventure playgrounds



SPECIALIST PROGRAMMES

Cadets – We had an amazing year filled with many great experiences. Comradery, teamwork, knowledge and fun were the desired outcomes for our cadets in 2018.

Term 1 involved completing the Recruit Workbook, learning the symbology associated with our country, learning different knots and their uses, water and boating safety which included a number of boating activities on the Mandurah waterways where cadets learnt to drive a boat safely and practise emergency drills. An all-day fishing and kayaking excursion was another highlight.

Term 2 involved learning First Aid. Cadets achieved the Click to Save and First Aid Focus certificates from St. John who were **extremely impressed with our cadets' knowledge**. An excursion to the Army Museum and Monument Hill in Fremantle tied into the ANZAC Day celebrations.

During term 3 we studied what to do and how to stay safe during a fire (home and bushfires) and natural disasters (storms, cyclones, floods and tsunamis). We visited the Mandurah SES Headquarters, DFES Education and Heritage Centre and had an incursion where cadets learnt to put out fires using a number of different types of fire extinguishers, followed by a theory and practical test where Cadets were awarded a certificate in First Attack Fire Extinguisher Training.

Term 4 is always our busiest. We learnt about the art of survival in the desert and bush, camping preparations and tenting, and week 4 saw us on another fishing and kayaking excursion around Mandurah. In week 7 Year 12 Cadets camped under the stars followed by the Year 11 camp the following week which finished off the year in style. The non-stop action packed camp activities included: rock climbing, abseiling, flying fox, archery, Bounce, laser tag, movie, ten pin bowling and dinner at Lone-Star.



Students had a 'hands-on' experience of putting out fires

Art Therapy – At JTCESC we offer Creative Arts Therapy to students who require additional social and emotional support. This program has been so successful in helping the young people who attend that in 2018 we expanded the team. Creative Arts Therapist Fiona Gardiner remained in post Mondays and Tuesdays, and an additional therapist, Rose Williams, began work at JTCESC in terms three and four; Tuesday to Friday. They bring to the school a combined thirty years of creative arts therapy experience working with children and young people and are both professionally registered with ANZACATA (Australia, New Zealand & Asia Creative Arts Therapies Association).

In 2018 the therapy team worked together to provide approximately 385 individual ongoing, one-off and small group sessions. They also met with parents, other professionals and teaching staff where needed to support decision making and planning for these students. We look forward to ongoing plans to expand the program in 2019 with the addition of a new therapy room currently being built, and an increase in staffing hours.

The Creative Arts Therapies program supports young people with their social and emotional development in varied formats. Examples include therapists working in the classroom on topics relevant to emotional health or involvement of young people in a one-off support sessions during the week if additional support is required that day. This happens alongside long term one-to-one or group sessions being offered as therapy within the school. Our therapists are sometimes asked to support the social and emotional development needs of young people when it comes to educational planning for them and contribute regularly to this planning process.

Therapists engage with students through art, drama, dance, music, movement and play. Therapy is a confidential practice, therefore, when a therapist meets with a student it is between them. However, if a student feels safe enough to share events or actions that the therapist feels is unsafe or will cause harm, the team is obligated – as all staff in the school are – to report concerns and are, therefore, involved in risk and safety planning for students within the school and with parents and carers.

In 2018 the Creative Arts Therapies team supported the Year 10 transition program through the use of theatre games, art and play techniques focussed on relationship building. They used their imaginative ideas on the **“The Best School Ever”**, expressed through **art works made to build the school of their dreams**. While we can't promise to supply an **“elephant security guard”** or a **“garage full of sports cars for the students to drive next year”**, we look forward to what our imaginations come up with next!

SPECIALIST PROGRAMMES

WORKPLACE LEARNING

The employers who have supported our school for many years continue to do so. Their experience at working with students who have disabilities allows them to set tasks in line with the capabilities of the student, being mindful of such things as one instruction at a time, setting routine jobs and giving feedback to the WPL Coordinator so any issues can be addressed.

Year 11 students were enrolled in ASDAN Workright and Year 12s in ADWPL. A new format for Workplace Learning (WPL) was trailed during 2018. Instead of students doing their placements over 3 terms, classes were rotated. A 1 day per week over 10 weeks mid-term to mid-term placement proved a successful format. Ten of the 14 enrolled year 11 students were placed within the community with employers such as The Cheesecake Shop, Hot Klobba, Mercy Place and our school canteen. Twelve year 12 students were placed, some of whom had the opportunity to continue placements after the required 10 weeks, giving them more experience and possible opportunities for employment.

In line with a year 12 student's transition plan, he was given work experience at Workpower. After proving his ability to follow instructions and manage the requirements of the tasks, he has been given work, commencing early 2019. A Year 11 student was also given an opportunity to experience working there to see if this organisation would meet his

transition plan requirements at the end of 2019. His parents can now make a more informed decision about his future post school.

Staff support was provided to students where needed. Staff noticed a considerable **improvement in the students' confidence and ability to work independently** as the placement progressed. One student was also given transport training to get herself from home to work, meeting a support person at the main bus port then bussing to the business. She was very pleased that she is now capable to catch buses and further training will continue in 2019.

Regular site visits were conducted to employers to ensure the placement was going well. Reporting To Parents was used to compose and distribute all the required paperwork for WPL, keep track of all the placements, attendance, employer and staff comments.

WPL lessons were held once a week where topics such as: Work readiness, safety in the workplace, self-management at work and practising the nine employability skills endorsed by the school were learnt. Students were also updating their resumes on a regular basis.

The new format of a 10 week placement for WPL will be used in 2019 as it gave more flexibility to suit both students and employers.

EMPLOYERS 2018

MANDURAH WILDLIFE RESCUE
SECRET HARBOUR DOCKERS
SPORTING ASSOC
SMALL FRIENDS—SINGLETON
SMALL FRIENDS—FALCON
COLES ERSKINE
COLES PINJARRA
GOOD SAMARITANS MANDURAH
MANDURAH TAXIS
PINJARRA GOLF COURSE
WORKPOWER
MANDURAH CITY COUNCIL
MERCY PLACE
HOT KLOBBA
MANDURAH SCOOTERS
JTC CANTEEN
CHEESECAKE SHOP
WESTFAB WELDING & ENGINEERING

JTCEC greatly appreciates the support of our community

VOCATIONAL AND EDUCATION TRAINING (VET)

Retail & Visage

The Visage students have gained confidence in performing mini facials, manicures, hair washing and treatments, blow drying, straightening and styling. Their professionalism when interacting with clients and their peers during the numerous salon days which were held was of a high standard.

The "BBQ Maates" weekly enterprise has again been very successful during 2018. The **students' work ethic and teamwork** has been second to none, with the level of capability as a group outstanding. This was reflected each week with the long queues, compliments on how great the sausage sizzles were (apparently better than Bunnings!), and the continued support of the whole campus.



Construction

The Construction Skills Set had an emphasis on the practical aspects of building and construction. This introduced students to basic materials and hand skills used in the construction industry, including basic bricklaying, tiling, rendering and paving skills.

This course helped students develop knowledge of the occupational health and safety requirements and working safely in the construction industry. These are important life skills that are transferable to all work environments.

The students applied their skills to construct a rendered brick letterbox with a tiled design, as well as assisting with the construction of a materials storage area to further enhance our training area.



THE YEAR IN REVIEW

TRANSITION— JTCECSC has developed strong links with Riverside Primary School and Halls Head Community College extending invitations to join our school for Transition Days. Activities have included making projects in the Workshop, Cooking, Art and a pamper session in Visage.



EXCURSIONS— Students attended various incursions and excursions throughout the year. Optus Stadium, Community Fishing, Army and Air Force Museums, Circus, Fire Station, Cricket and Soccer Competitions. T2 students worked with Ta-Ku to write music and a song which was played on local radio.



SOCCER COMPETITION



ARMY MUSEUM



TA-KU

SCHOOL BALL — Eight Year 12 students dressed up and enjoyed a fun night of socialising, eating and dancing at the Mandurah Offshore Fishing Club. Two of the students ended the night with prizes. A great night was had by all.



RETAIL— Throughout the year JTCECSC students hosted lunches and morning teas with invited guests enjoying the delights. Students prepared an array of sandwiches, cakes and slices, all professionally decorated. Tables were decorated and food was beautifully displayed.



GRADUATION 2018

An exciting 2 years at JTCECSC was celebrated by 10 students graduating. Mandurah Offshore Fishing Club was packed with family and friends to watch special guests and teachers present graduation portfolios and awards. Students also entertained the crowd with a song and a speech.



Special guests presented the following awards:

Most Improved Awards

Citizenship Award

Caltex All Rounder

Australian Super Excellence in VET

Cadet Awards

Freemasons Scholarship 2018 x 3

Chilambe Kaweme, Interchange

Clive Cartledge, Mandurah Lions Club

David Templeman, MLA

David Templeman, MLA

Peter McClay, JTCECSC

Ron King, Mandurah Freemasons



Peter McClay with Tarnieka Amalfi who won a Cadet Award



Above: David Templeman MLA and Jayden Meakins



Above: Clive Cartledge MANDURAH LIONS CLUB and Tamikia Galgey



Above: Students were very excited to be celebrating with their peers, family and friends



FREEMASONS have been supporting JTCECSC for well over 15 years. Each year Ron King presents three Year 11 students with a scholarship which covers their school fees for Year 12. Congratulations to Georgia Fensom (right), Brodie Welton (left) and Clayton Annandale.

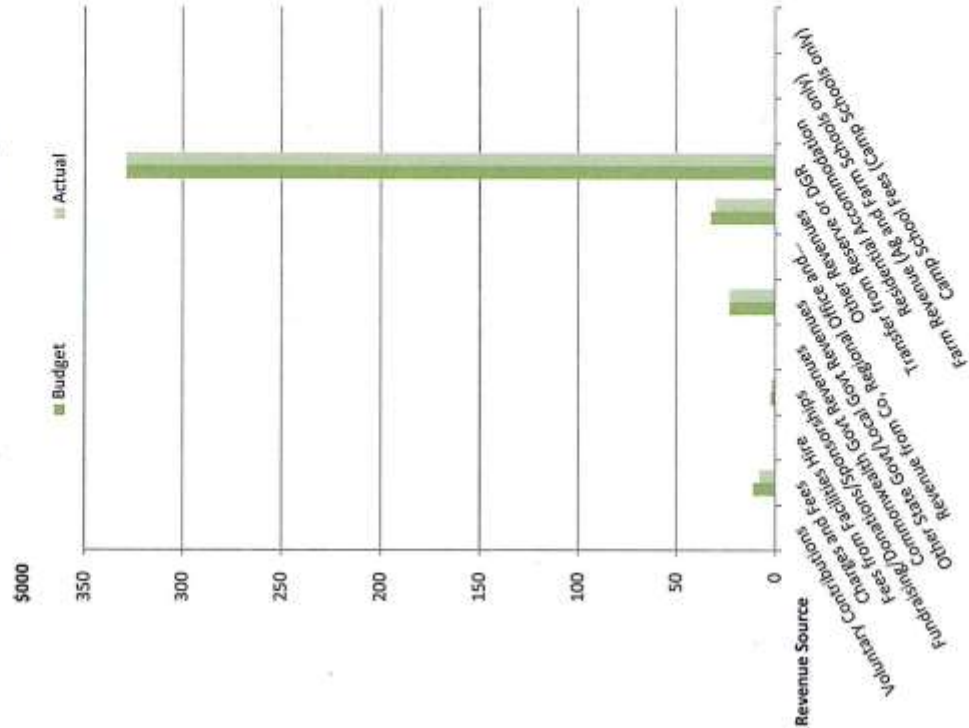


JOHN TONKIN COLLEGE EDUCATION SUPPORT CENTRE

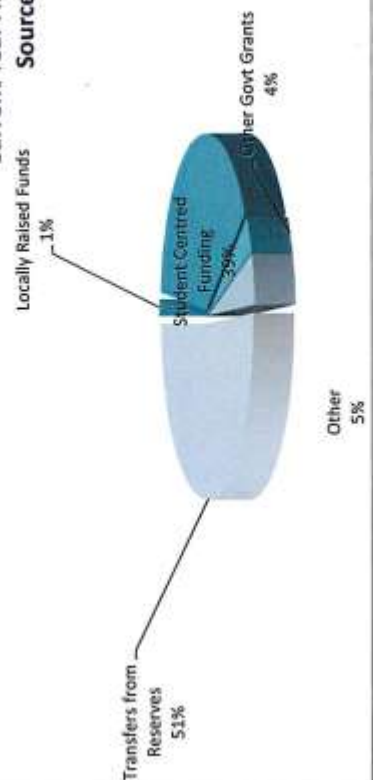
Financial Summary as at
31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ -	\$ -
2 Charges and Fees	\$ 11,100.00	\$ 7,933.24
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 2,200.00	\$ 2,047.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 22,950.00	\$ 22,950.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 32,457.00	\$ 30,232.61
9 Transfer from Reserve or DGR	\$ 328,977.00	\$ 328,977.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 397,684.00	\$ 392,139.85
Opening Balance	\$ 35,165.93	\$ 35,165.93
Student Centred Funding	\$ 253,285.00	\$ 253,285.00
Total Cash Funds Available	\$ 686,134.93	\$ 680,590.78
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 686,134.93	\$ 680,590.78

Locally Generated Revenue - Budget vs Actual



Current Year Actual Cash Sources



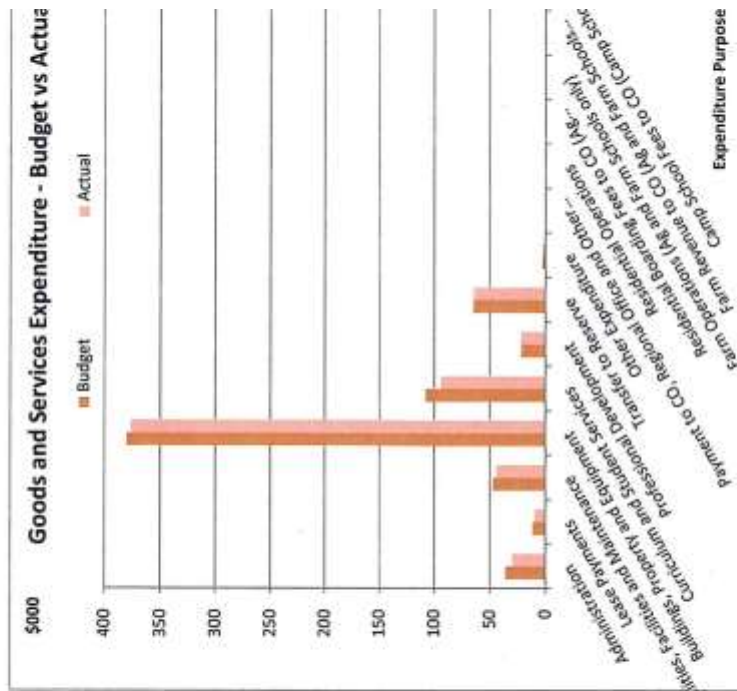
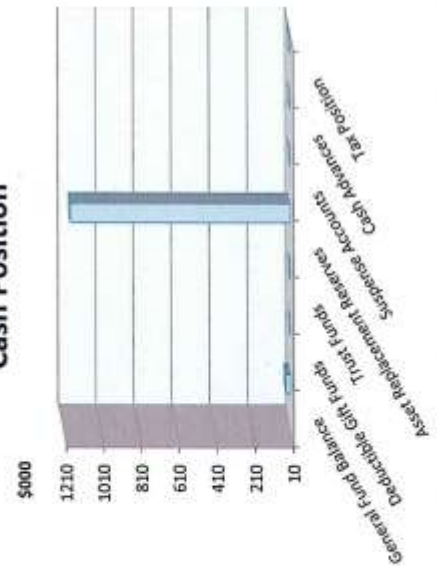


JOHN TONKIN COLLEGE EDUCATION SUPPORT CENTRE

Financial Summary as at
31 December 2018

Expenditure - Cash and Salary		Budget	Actual
1 Administration		\$ 36,324.00	\$ 30,276.99
2 Lease Payments		\$ 12,000.00	\$ 10,051.68
3 Utilities, Facilities and Maintenance		\$ 47,282.00	\$ 44,463.98
4 Buildings, Property and Equipment		\$ 379,914.00	\$ 376,488.27
5 Curriculum and Student Services		\$ 108,131.00	\$ 94,674.67
6 Professional Development		\$ 22,082.00	\$ 22,289.93
7 Transfer to Reserve		\$ 65,000.00	\$ 65,000.00
8 Other Expenditure		\$ 3,000.00	\$ 2,541.27
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		\$ 673,733.00	\$ 645,786.79
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 673,733.00	\$ 645,786.79
Cash Budget Variance		\$ 12,401.93	

Cash Position



Cash Position as at:		
Bank Balance	\$	1,203,879.17
Made up of:		
1 General Fund Balance	\$	-
2 Deductible Gift Funds	\$	34,803.99
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	1,170,342.18
5 Suspense Accounts	\$	100.00
6 Cash Advances	\$	500.00
7 Tax Position	\$	867.00
Total Bank Balance	\$	1,203,879.17



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