JOHN TONKIN COLLEGE
Education Support Centre

ANNUAL REPORT 2020



ENGAGE | EDUCATE | ENRICH | EMPOWER

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A message from the Principal



Cran Collis
JTCESC Principal

As I am extremely proud to say that despite the difficulties encountered these past 12 months with the pandemic, staff, students and the school community as a whole have shown great resilience.

The industry relationships the school is making and maintaining has been greatly enhanced with the success of the 2020 Expo and Work Experience programs. We look forward to building further on these partnerships into the future.

Student achievement remains as ever in the forefront of our core business and within the annual report there is strong evidence supporting this. The broad range of courses on offer remain, with the school striving to meet the needs of the students with a flexible approach. The supportive, caring and inclusive aspects of our school have never been so tested as they were this year. I can say with the utmost confidence the school community has risen to the

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John Tonkin College
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Education Drive Mandurah WA 6210
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OUR SCHOOL COMMUNITY

We are an Independent Public School located at the Mandurah Education Training (MET) Campus within John Tonkin College (JTC). Our school shares the Peel Campuses of South Metropolitan TAFE and Murdoch University.

In partnership with South Metropolitan TAFE and Skills Strategies, our school provides students the opportunity to complete a Certificate I Retail - through simulated environments such as Beauty Therapy and Shop experience and Certificate II Construction skill set where students learn to design and build a variety of projects.

Our cadets program with the Department of Fire and Emergency Services promotes practical life skills, leadership and team work skills. We also encourage healthy life style through various activities, casual fitness programs and camps. Students benefit from a fully equipped workshop with electrical machinery and hand tools, a purpose built art room and amphitheatre, a state of the art kitchen and a Creative Arts Therapy program.

A workplace learning program puts student's skills into practice at many businesses in Mandurah and surrounding areas. These businesses give our students a chance to gain the experience they need to transition from school into employment.

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

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

PURPOSE

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

ETHOS

- Engage
- Educate
- Enrich
- Empower all students



STUDENT ENROLMENTS



STUDENT ATTENDANCE

We continue to liaise with public and private , primary and secondary feeder schools. Our Transition Program has assisted in our school becoming more widely known within the community, which will assist in keeping our student numbers steady.

Enrolments for 2020

- 9 Year 11 students
- 12 Year 12 students

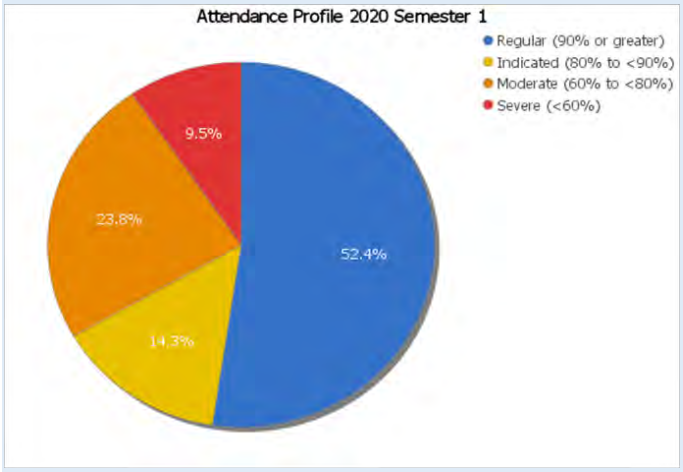
SCHOOL SELF ASSESSMENT

The annual report shows an overview of the data and evidence that has been collected by JTCESC. The reviewed data supports our schools Business Plan and Ethos.

Continuous improvement & challenges

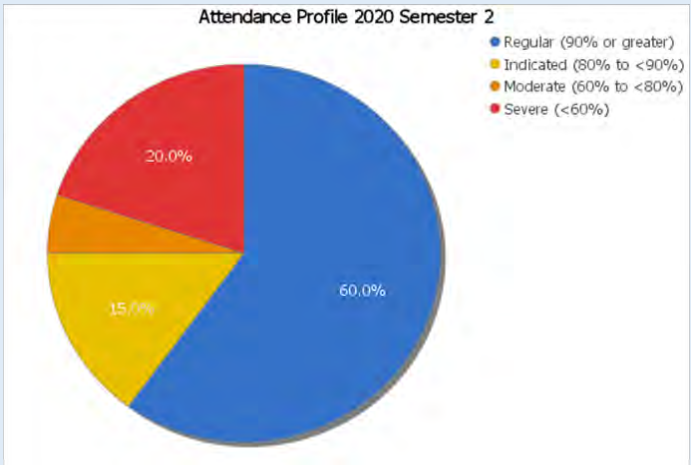
- Impact on curriculum due to student emotional health & well being.
- Student projected enrolment numbers are slowly increasing, due to our ongoing positive relationship with our feeder schools

2020 - Term 1 and 2



Regular - 52.4%	Moderate - 23.8%
Indicated - 14.3%	Severe - 9.5%

2020 - Term 3 and 4



Regular - 60%	Moderate - 5%
Indicated - 15%	Severe - 20%

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.

All year 12 students have graduated with a detailed Individual Transition Plan. Meetings with Year 11, Students Parents/ Carers along with the students Teacher and the Transition Support Officer were held to develop an Individual Transition Plan for the students during year 11. Ongoing contact over the two years enables opportunities to monitor reassess plans, and complete paperwork with outside agencies. The ITP is a working document and can be amended throughout the two years in accordance with the student's needs, development and performance.

Business Plan Target 1: All students have Individual Transition Plan (ITP) by the end of their final year of to support successful transition to post school life.

NDIS

The Transition Support Officer liaised with JTCESC students and parents/carers to provide information and support with the National Disability Insurance Scheme (NDIS).

An information session was held with Halls Head College ESC and APM Communities for parents/carers and all interested parties to gain knowledge of NDIS and any updated changes.

The Transition Support Officer worked with students, parents/carers to develop Individual Transition Plans that outlined future goals of community engagement, employment, voluntary opportunities, funding supports, Centrelink allowances, therapies, and outside group involvement.

For the year 12 students the Transition Support Officer facilitated meetings with Disability Service Providers, Disability Employment Providers and South Metro Tafe and relevant outside agencies for post school opportunities .

- 15 students are registered and have endorsed NDIS plans

DSP

The role of the Transition Support Officer included offering administrative support in completing relevant Centrelink forms for students and Parents/Carers. Attending Centrelink appointments when required and gaining relevant information to support applications.

- 7 Students receiving the DSP
- 5 Students in process of applying for DSP
- 2 students not eligible

ADE / DES

The role of a Disability Employment Service (DES) provider is to assist our students in finding and keeping a job in open employment. Meetings were facilitated at JTCESC to enable students and their Parents/Carers to meet and sign up with DES providers.

Australian Disability Enterprise (ADE) programs are based on the individual goals and needs of the individual, focusing on social participation, ongoing life skills, increasing independence, while enhancing holistic support networks.

- 5 students have registered with a DES provider
- 1 student has successfully secured part-time employment
- 1 student has registered with an ADE

VET

The Transition Support Officer facilitated a meet and greet session with South Metro Tafe for parents /carers gain awareness of pathway opportunities for their child post school.

- 1 student enrolled in Tafe for further Education



SUCCESS FOR ALL STUDENTS

The Transition Coordinator worked collaboratively with teachers and the Workplace Learning Coordinator to build strong relationships with students and guardians 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 each student's Individual Transition Pathway Plan.

Business Plan Target 2: Develop parent understanding of the role of relevant external agencies to provide support for their child

DISABILITY AWARENESS EXPO

This year we partnered with APM Communities to bring together a successful 2020 JTCESC & APM Disability Expo which included 41 stall holders, 48 tables of disability service providers, inclusive sporting groups and community based organisations.

APM Communities ran scheduled seminar sessions, showcasing microenterprise businesses. This was a wonderful opportunity to gain information on post school options and community engagement for our students, parents, families and carers within the Mandurah community.

The Transition Support Officer coordinated the event with several organisations including the Department of Education, APM Communities, Mandurah Forum, Education Support Schools or Centres and local Service Providers.





TRANSITION

Meadow Springs ESC and Halls Head ESC students participated in designed programs with JTCESC.

The partnerships with these local schools has shown positive results for the transitioning of the Students for 2021 or in future years. As a result of Covid19 other local school's visits

KEY TRANSITION OBJECTIVES

- Facilitating information sessions with outside agencies
- Connecting Parents/Carers and Students with Centrelink and external agencies
- Networking with various therapy organisations relevant to individual students
- Creating information packs of community sporting & leisure activities in line with the student's interests and future goals. Which support and encourage community engagement and relationship building enhancing the students independence in social settings.
- Providing 2021 enrolling year 10 students to JTCESC information on supports and events within the community. With establishing relationships with parents/carers helped to support the development of post school options.
- Being part of working group to support the running of the City of Mandurah community event.

STRONG GOVERNANCE AND SUPPORT

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

School Board Chair Report



Sue Hill
JTCESC School Board Chair

From the Board's perspective 2020 mean that much communication took place online, through Communication briefings from the Principal and opportunities to participate in discussions pertaining to the Board, we remained informed and involved.

Term 4 came with a change in Administration as Ms Hawkins took up an opportunity for a year at Dianella Secondary College ESC, swapping with Mr Cran Collis. Fortunately, the Board has met face to face in Term 4 and had the chance to meet Cran and hear his ideas. As a new Business Plan is due in 2021, and the triennial IPS Review is scheduled for later in 2021 the Board's input will be significant in the year ahead.

A highlight for Board members each year is to attend the Graduation ceremony, and 2020 was as special as any we have attended. Our best wishes go to the graduating students for a rewarding and fulfilling time ahead.

Business Plan Target 3: Increase involvement of the School Board in monitoring school performance against the Business Plan

The School Board meetings were sporadic due to Covid 19. During this time we communicated on a regular basis through emails. Term 3 seen us meet in week 4 where the assessment and monitoring again took place in conjunction with the Board member to ensure the Business Plan targets are being addressed. They were able to walk through the school to see the

WPL / TRANSITION

The Workplace Learning (WPL) Coordinator and Transition Coordinator briefed the Board on students performance in VET, Workplace Learning and Transition. Areas that were discussed:

- Courses that students were enrolled
- Community employers who support our students
- Community groups that our school is affiliated with such as City of Mandurah, APM, Inclusive Mandurah

STAFF

Evidence was presented to the Board addressing the targets:

- Independent reviewer—who discussed the peer observation process
- Teachers presented curriculum areas
- Communication sent via email

Business Plan Target 4: Over the next three years raise the profile of the board within the school and wider community

The school liaises with the Board via emails, newsletters and extended invitations for school events and excursions such as Parent Open day, Assemblies, and also were offered the chance to drop in and have Breakfast club with the staff and students.

This interaction allowed Board Members to be a visible part of the school community and to become familiar with students and staff.



JTCESC School Board Members 2020

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 JTCESC will ensure the school maintains a "student focused"

Business Plan Target 5: Maintain a culture of ongoing professional improvement and reflective practice

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

PEER OBSERVATION AND FEEDBACK

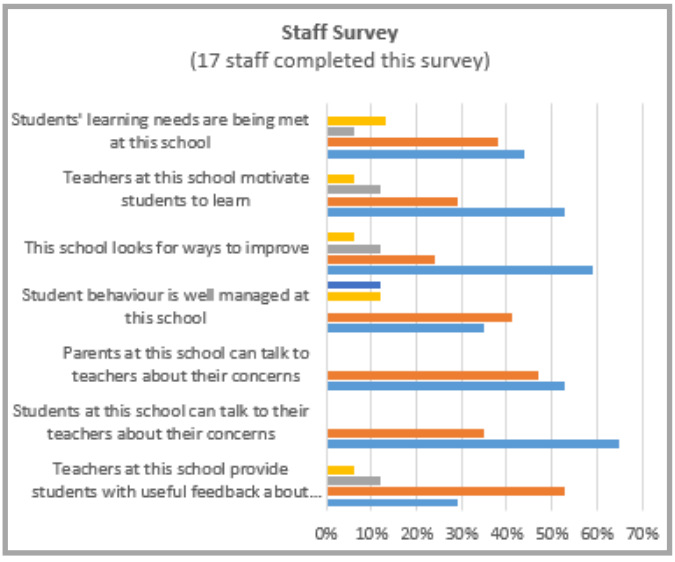
Peer Observation and Feedback is about teachers observing each other's practice and learning from one another. It provides opportunities to learn from others' teaching styles and aims to support the sharing of knowledge whilst building an awareness of the impact of their own teaching, in order to affect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

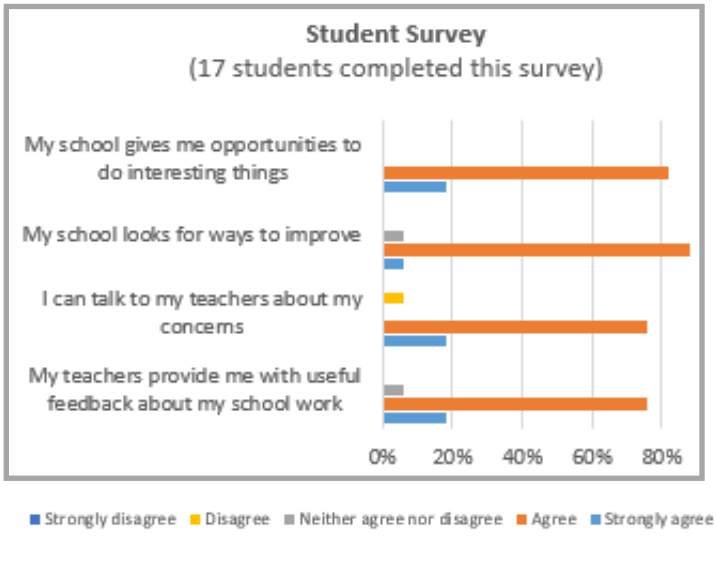
This year it was discussed that the teachers would like an independent reviewer to come in and observe their teaching practice as they felt it would be more of a benefit to the professional growth.

During Term 2 the reviewer came and had a discussion around their individual focus and set up times to meet. Upon completion it was all agreed upon that it was definitely worth having an independent person who was able to give clear and concise feedback which they were able to use throughout the year. The Principal also followed through with the teacher

NATIONAL SCHOOL OPINION SURVEY

The National School Opinion Survey is a data collection tool designed specifically for Australian schools. This flexible system allows users to gather valuable feedback from their school community. In term 3 2020, JTCESC staff, students, parents and board members undertook the survey, below is a snapshot of the results.





2021 FOCUS

- Continue to encourage Parents to complete the survey each year
- New BP targets to be written in collaboration with staff in consideration of Feedback from the 2018-2020 school review.
- Principal will continue to conduct daily classroom walk through
- Teachers will participate in the independent Peer Observation and Feedback in Terms 2 and the Principal to follow through with during Performance development
- Education Assistants wishing to take part will be encouraged to do so

HIGH QUALITY TEACHING

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

Business Plan Target 6: 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 (e.g. CPFS Case Managers, Art/Speech/Occupation Therapists, Local Coordinators and Mentors) met with Parents and/or Carers The objective of these meetings was to discuss the student's individual strengths and focus on their areas of need. Together a plan was established and learning strategies developed which supported each 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, Commu-

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

Certificate I in Access to Vocational Pathways

In 2020, we introduced a new course, a Certificate I in Access to Vocational Pathways. This course was designed for students who require significant foundation skills support for pathways to study or entry level digital technology and employability

Code	Title
ICTICT101	Use a personal computer
FSKWTG001	Complete personal details on extremely simple and short workplace forms
FSKLRG003	Use short and simple strategies for career planning
FSKLRG007	Use strategies to identify job opportunities
FSKLRG002	Identify strategies to respond to short and simple workplace problems
FSKRDG007	Read and respond to simple workplace information
FSKLRG004	Use short and simple strategies for work-related learning
FSKLRG016	Use short and simple strategies to organise highly familiar workplace tasks
FSKOCM002	Engage in basic spoken exchanges at work
FSKNUM004	Use basic and familiar metric measurements for work
FSKNUM001	Use beginning whole number skills and money up to 100 for work

2021 Focus

- Revisit the schools commitment to the Aboriginal Cultural Standards Framework. Consideration of the Mural project.

2021 Focus

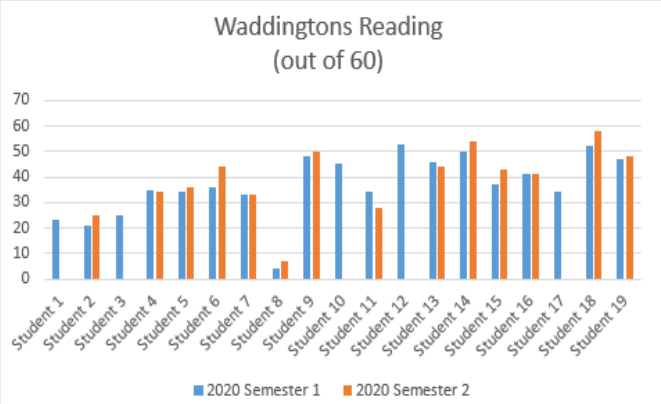
- Implementation of the feedback from the school review ie Consolidation of distributed leadership and enhancement of longitudinal data with functional measures of literacy and numeracy.

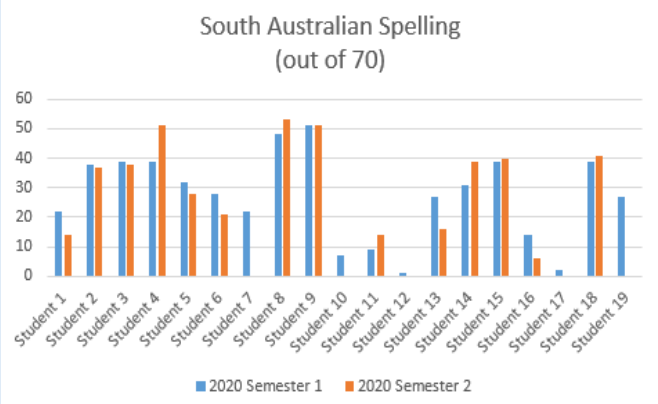
HIGH QUALITY TEACHING

Literacy and Numeracy— Pre and post

Testing for Literacy and Numeracy specific to each students class abilities and levels was conducted in Semester 1 and 2. All students who attend JTCESC participate in testing. This gives us the ability to collect data and analyse student progress in Literacy and Numeracy.

Below are the results of our Year 11 and 12 students; both raw data and their reading and spelling age.





SOCIAL AND EMOTIONAL WELLBEING



Nici van Eck-Viljoen
JTCESC Psychologist

At John Tonkin College ESC, students' social and emotional wellbeing has been a key focus to ensure the whole child is developed and supported holistically. Over the past fourteen years, Creative Arts Psychotherapy was offered to students who required social and emotional support in order to promote educational progress. The program was offered within the school, focussing on social and emotional learning and wellbeing. Towards the end of 2019, the Art Therapy program came to an end when the Psychotherapist left the school.

At the start of 2020, a new School Psychologist was allocated to JTCESC. Initially the School Psychologist only attended JTCESC 3 days a term however by mid Term 1, the Principal increased the School Psychologist time to two days a week to provide ongoing social and emotional support to individual students.

The School Psychologist provides support to all staff in the following areas: Behaviour Support, Mental Health and Wellbeing, Learning and Disabilities, Student Engagement and Attendance, and Critical Incident Response. The School Psychologist also liaises with staff to ensure students transition seamlessly from Year 12.

The School Psychologist consults with the current Principal, Cran Collis, on a regular basis regarding individual students to ensure school is a supportive and inclusive environment for all students and staff, where appropriate supports and service agencies are involved.

The Principal and School Psychologist have also consulted regarding the Social and Emotional Profile Tool that is being trialled this year. The concept was initially introduced by the previous Principal, Tash Hawkins who in consultation with Simon Mills (School Board member) was created. It is anticipated that the SEP Tool would be useful to track student's emotional wellbeing and identify students that could benefit from proactive School Psychology intervention.

SEP
Socio-Emotional Profile Tool

Teachers' recommendations have been incorporated into the SEP Tool and during the past few months, it has been developed to ensure that it is user-friendly and quick to use on a daily basis. Mr Collis has created and directed many significant modifications to be trialled this semester. Mr Mills is currently altering the program to Mr Collis's design resulting in teachers directly inputting data throughout the day culminating in a mentor class reflection at the end of the day. A graphic representation over the week will provide a longitudinal visual representation of the students Health and Wellbeing over the previous week. More detailed data recorded currently on the self-reflection sheets, filled in by the class teacher and viewed daily by the principal, are being made available digitally. This means all the data will be in one place creating a much more efficient system. With the updates in their final stage it is scheduled to be up and running at the commencement of term 2.

ART

2020 was a very productive year in Art in terms of artistic output. Students practiced art techniques and were given the opportunity to reflect on their art, their peer's art and art works from artists past and present.

Students practiced skills in painting, drawing, ceramics and then used the skills they learned to create art works of their own. One of the most memorable was the Selfie exhibition where students were invited to create a self-portrait. These were exhibited at the Mandurah Performing Arts Centre as part of the International Day of People with Disability. It was eye opening and heart-warming to read the student artist statement which were reflections about their painting. It was a proud moment for JTCESC. We also entered one of the ESSN network painting competitions. One of our students took out first prize with her painting.













A visit to the Western Australian Art Gallery which included a guided tour of some of the paintings and a session in the gallery studio to work with an artist was another highlight and a brilliant insight into our student's appreciation and understanding of art and





HEALTH AND PHYSICAL EDUCATION

Health and PE in 2020 started as it has most years with plans to deliver traditional sports and programs that educated our students in areas that would have a positive impact on their overall health and wellbeing, then Covid 19 hit. This brought with it new challenges that directly impacted on how Phys Ed was delivered, with a focus on the individual (no sharing equipment) and brought an increased focus on personal hygiene practices. Fortunately in Western Australia, as the year progressed and some sort of normality returned, we were able to engage our students in way that they were much more accustomed to.



Students participated in health lessons that focused on the dangers of drugs and alcohol, sexual health, relationships and protective behaviours. We were visited by the People 1st Programme, where the facilitator led our students in key areas of consent, personal boundaries, and being assertive. This was done in addition to learning other harm minimisation strategies and concepts designed to give the students the knowledge and understanding to keep themselves and others safe. A definite highlight was the lesson using the “beer goggles” where students were able to experience the effects of alcohol on vision and depth perception.









In Physical Education, students participated in various sports such as Cricket, Soccer, Basketball, Football and Hockey. Specialist training was provided by the Peel Hockey Association over a four week period in Term 3.







Unfortunately the Cricket carnival in Term 1 was cancelled, however there was a Soccer carnival later in the year. JTCESC was able to put two teams into the Soccer carnival and our students were an absolute credit to themselves and the school. They displayed outstanding sportsmanship and resilience throughout the entire day. In addition to the sports, a focus was placed on fitness with students engaging in different circuits and activities that promoted an increase in physical and cardiovascular health.

DEPARTMENT OF FIRE AND EMERGENCY SERVICES - CADETS

Our Cadets started Term 1 by completing their Induction and Recruit Course workbooks and committing to the program by

Our next subject in the curriculum was knots, we have studied and are in the process of learning to tie 9 different types of knots. Learning all the various knots and their uses is a continual learning process across the entire school year, tying each knot without assistance is a goal for each Cadet. We also learnt all about Australia and its environment, studying different States and Territories, our National, Aboriginal and Torres Strait Islander Flags, and our flora and fauna. We also focused on WA and the Mandurah region.



Cadets studied personal and boating safety equipment, the weather and how to access the latest reports, emergencies, and who to contact before and after any water activities. Unfortunately, due to the Covid-19 restrictions we have had to postpone our fishing, kayaking and boating excursions.



Students practised their first aid skills in class and completed an online course during Term two. CPR training enabled all Cadets in the program to become competent in their abil-



Term 4 culminated in our whole school Cadet Camp which was held for the first ever time in Albany.

During Term 3 we studied natural disasters (storms, floods, earthquakes, tsunamis, cyclones, structure fires and bush fires) and how to best protect ourselves and our family members. A major focus in the second half of the term was fires in the home - how to avoid them and how to deal with them. Firstly, we discussed house fires and what could happen if your house caught fire – how could you keep safe? The students were asked to do a fire plan at home. They learnt about how important it is to have an escape plan and a muster point for home. We learnt how to use a fire blanket, smoke detector and various types of fire extinguishers including how to deal with an oil fire in the kitchen.

We had an excursion to the DFES Education and Heritage Centre where the students explored the history of our fire service in Western Australia and got interactive with the fire truck and personal protective equipment that the firefighters wear, and the nat-









ASDAN

Workshop

Students were given the opportunity to develop an understanding of material properties – wood, metal and plastics, whilst undertaking a variety of projects in our fully equipped workshop.

Through this they gain positive experiences in the safe handling and use of electrical machinery and hand tools.



ASDAN Modules covered in Workshop:

- Safety in the work area
- Planning and preparing to make an item
- Following the plan to make an item
- Putting the pieces together



















ASDAN

Creative Manufacturing (CM)



This year we have been fortunate to deliver a new course, Creative Manufacturing.

This course has not only taught the students the process of manufacturing it included product design, logistics, Health and safety and making stuff.

Making stuff was where the students made the magic happen!

As a whole class we discussed what sort of things we could make and deliver in accordance to the course, as the discussions progressed the students came up with the idea of making items for local charities then donating them to improve the lives of other, what a brilliant idea.

As a group the students decided on Halo, Just Joey- marsupial care and the foster share shed. After liaising with the charities we identified needs and what we could make to fill that gap.



The students planned and created patterns (for both sewing and the workshop) identified how much material would be needed to make each item and how long it would take.

The students proceeded to make, bird stands, perches, joey pouches, chemo bags, water resistant duffle bags, sensory bags, weighted snakes, heat packs, mini fabric games and bags.

On completion all the items were delivered to the rele-



Over the year the students have broadened their knowledge and understanding of the manufacturing process and requirements through ASDAN and gained invaluable life skills through supporting our local charities by making specific items that benefit others, seeing the positive impact they have made, working as a team and time man-





ASDAN Modules covered in Creative Manufacturing:

- Understanding Manufacturing
- Product Design
- Manufacturing Logistics
- Making staff
- Health and Safety in the Manufacturing Sector
- Careers in the Manufacturing Sector

WORKPLACE LEARNING & WORKRIGHT

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 step by step instructions, 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 (Authority Developed Workplace Learning). Students did their placements one day per week for ten weeks, with classes rotating throughout the year. Students in the first class going out all started their placements in the beginning of March but due to Covid-19 restrictions all placements were suspended. In term 2 week 5, 8 students returned to their placements, one student stayed at home and one student didn't feel comfortable going back to his placement so worked on the school gardens to coincide with his horticulture VET course.

THANK YOU TO OUR SUPPORTERS

JTCESC greatly appreciates the support of our community

EMPLOYERS 2020

Chorus/ Ability Arts

Coles Halls Head

Coles Meadow Springs

Critters up Close

Good Sammy Mandurah

Good Start Early Learning

Halo Team

Hot Klobba Clothing Co

Intelife

John Tonkin College ESC Kitchen

Mandurah Performance MRB 2298

Mandurah Taxis

Tree of Life Cafe

Vinnies

Woolworths Greenfields

Woolworths Harvest Lakes

2021 Focus

- Locate new industries to support our student's needs







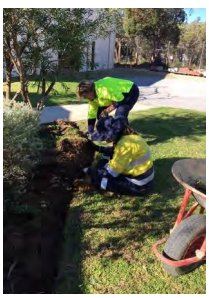












WORKPLACE LEARNING & WORKRIGHT



A few of the Year 12s had the opportunity to continue placements after the required ten weeks, giving them more experience and possible opportunities for employment.

In line with Year 12 transition plans, one students was given work experience at Workpower. After proving their ability to follow instructions and manage the requirements of the tasks, they were offered paid employment, commencing early 2021 and pending finalisation of their NDIS plan.









Staff support was provided to students where needed. Staff noticed a considerable improvement in the student's confidence and ability to work independently as their placements progressed.

Regular site visits were conducted to employers to ensure their placement was proceeding successfully.

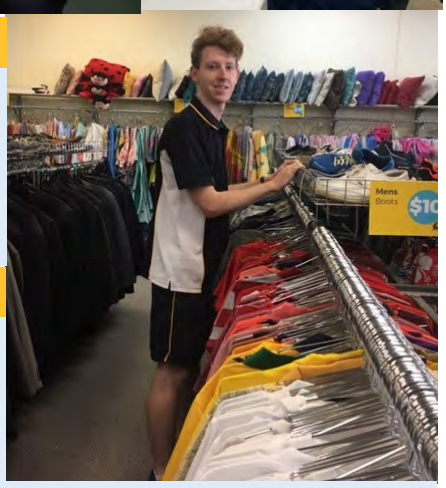
Reporting To Parents was used to compose and distribute all the department mandated paperwork for WPL, keep track of all the placements,

WPL Statistics

- 18 students had a placement
- 1 student lost his placement due to his behaviour
- 2 students were not attending school
- 1 student had an alternative program

WPL Audit

An audit of JTCESC procedures in ADWPL and ASDAN Workright was undertaken in term one by Jane Devenyns who is the Education, Training & Industry Liaison at South Metro Regional



Our school received positive feedback from Jane Devenyns, who highlighted our processes and procedures around WPL were outstanding.

VOCATIONAL EDUCATION & TRAINING

Students are given various options and opportunities to undertake their choice of VET courses. Some course are delivered through South Metro Tafe, whilst others are delivered on site by JTCESC's Trainers.

Course Title	Enrolled Students	Certificates Issued	Statement of Attainment
Certificate I in Access to Vocational Pathways	16	13	3
Students on Alternative Programs	5	-	-
ASDAN Creative Manufacturing	6	-	-
Certificate I in Retail	7	3	4
Certificate II in Automotive	1	-	-
Cert II in Construction Skill Set	8	-	8
Certificate II in Horticulture	1	-	1
Certificate II in Hospitality	1	-	-

Certificate I Retail

The Retail Certificate course supports students to learn and develop skills that will help them to contribute successfully to a retail workplace environment.

While running a regular Retail Sausage Sizzle Enterprise on the JTC Campus, the students were focused on working as part of a successful team. Retail team members gained experience and skills by working at the point of sale, hygienically preparing and producing tasty hotdogs and burgers, working out menu plans and budgeting for a set menu.

Throughout the year safety in the workplace, hygienic food practices, working as a successful team member and exhibiting excellent customer service were our overarching goals.

This year the team decided to raise funds to support two very deserving causes, Jeans for Genes Day and R U OK? day. Both fundraising events were very successful and our Retail team conducted themselves in an organised and professional manner.

We participated in the World Food Fest making sausages for the Australian food. We had several visit to different retail spaces, however due to COVID we had to cancel most. We were able to visit Costco and learn about their different business model.

In term four we participated in Ready for Work, Ready for Life with Dani Congdon from GSI coming to our school and presenting the five-week course. The students participated in classroom discussions and written work as well as a trial work day at Good Samaritans in Mandurah.



VOCATIONAL EDUCATION & TRAINING

Certificate II Construction (Skill set)

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

This course helps students to develop knowledge of the occupational health and safety requirements in the construction industry as well as workplace communication skills, important life skills that are transferable to all work







The year 11 students applied their skills to undertake a basic construction project with students working in pairs to construct a rendered brick archway.









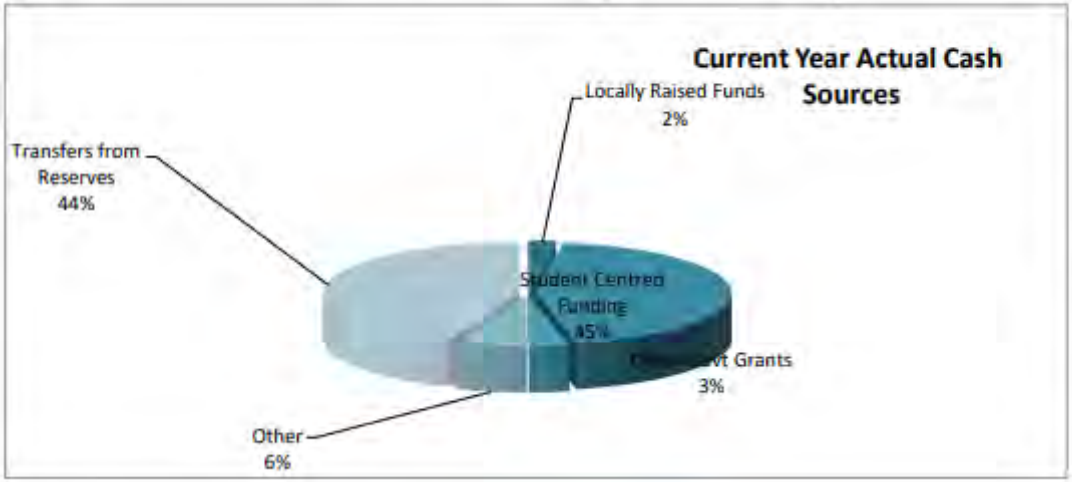


Students attended Construction Futures Centre on excursion in Term 3 to find out about different career opportunities in the construction industry.

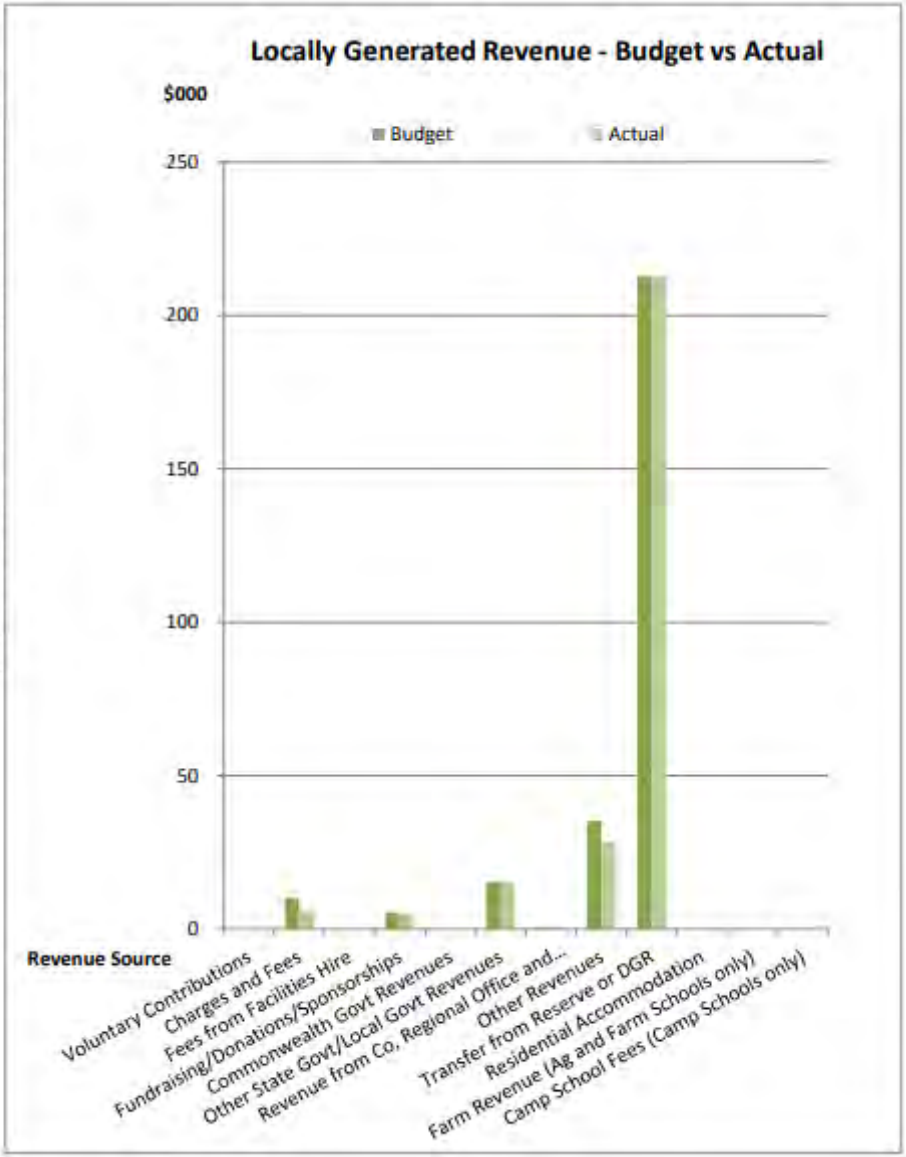
2020 FINANCIAL SUMMARY

Budget vs Actual

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ -	$ -
2	Charges and Fees	$ 10,177.00	$ 6,057.22
3	Fees from Facilities Hire	$ -	$ -
4	Fundraising/Donations/Sponsorships	$ 5,370.00	$ 4,925.00
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 15,465.00	$ 15,465.00
7	Revenue from Co, Regional Office and Other Schools	$ 398.00	$ 397.96
8	Other Revenues	$ 35,279.00	$ 28,324.51
9	Transfer from Reserve or DGR	$ 212,793.64	$ 212,793.64
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 279,482.64	$ 267,963.33
	Opening Balance	$ 70,300.00	$ 70,300.14
	Student Centred Funding	$ 212,425.00	$ 213,830.00
	Total Cash Funds Available	**$ 562,207.64**	**$ 552,093.47**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 562,207.64**	**$ 552,093.47**

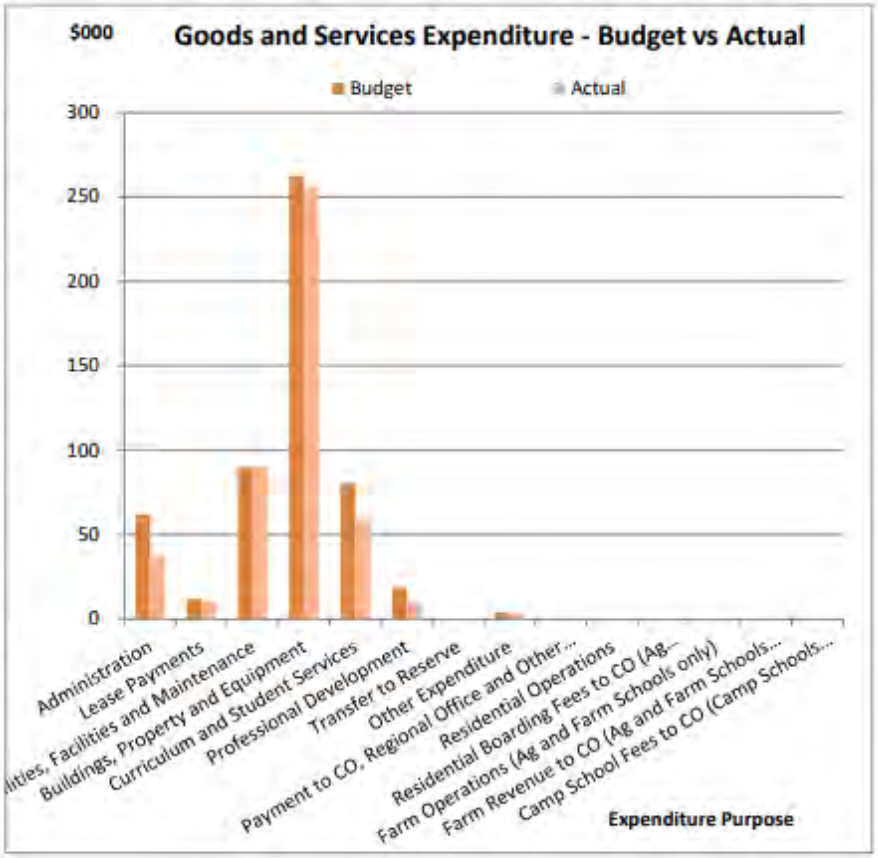


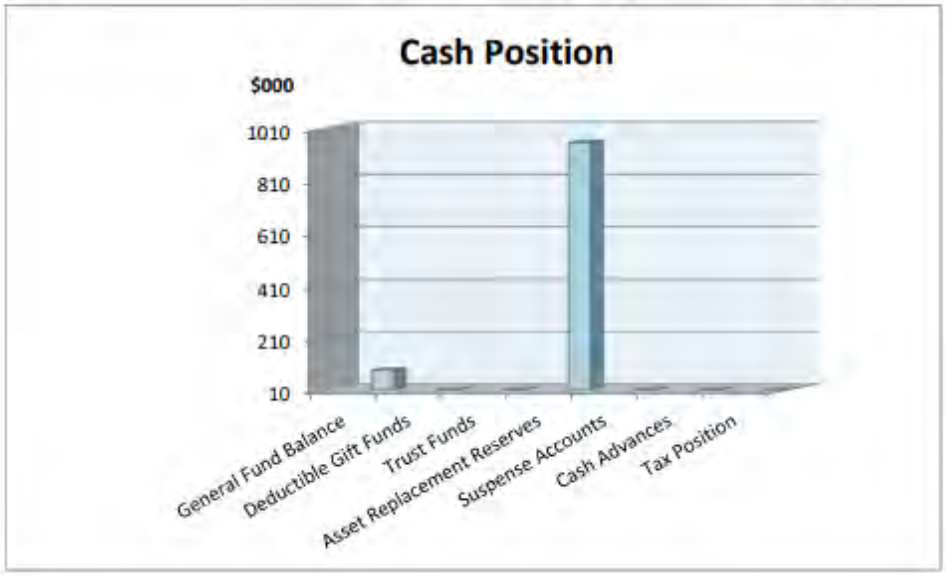
Revenue - Cash and Salary Allocations



2020 FINANCIAL SUMMARY

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 61,891.00	$ 37,699.84
2	Lease Payments	$ 12,000.00	$ 10,776.85
3	Utilities, Facilities and Maintenance	$ 89,718.00	$ 90,222.94
4	Buildings, Property and Equipment	$ 262,245.64	$ 255,550.61
5	Curriculum and Student Services	$ 80,470.00	$ 58,798.42
6	Professional Development	$ 18,636.00	$ 9,953.43
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 4,420.00	$ 3,258.43
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	**$ 529,380.64**	**$ 466,260.52**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 529,380.64**	**$ 466,260.52**
	Cash Budget Variance	**$ 32,827.00**	





Cash Position

	Cash Position as at:		
	Bank Balance	**$**	**1,037,987.49**
	Made up of:	$	-
1	General Fund Balance	$	85,832.95
2	Deductible Gift Funds	$	-
3	Trust Funds	$	-
4	Asset Replacement Reserves	$	953,768.54
5	Suspense Accounts	$	100.00
6	Cash Advances	$	(500.00)
7	Tax Position	$	(1,214.00)
	Total Bank Balance	**$**	**1,037,987.49**

THE YEAR THAT WAS...



The theme of the 2020 School Ball was “Enchanted Forest” where fairy lights, mystical trees and love hearts decorated this year’s School Ball venue. It was wonderful to see our students and JTC students dancing and mingling together to create

Year 12 Graduation Ceremony

Friday, 4 December 2020 we celebrated our Year 12 student’s Graduation Ceremony.



Cadet Camp



The camp was four days in duration where we travelled down on the school bus and stayed at the picturesque Camp Quaranup overlooking Princess Harbour in Albany.

Onsite activities that the cadets enjoyed were canoeing, archery, a two-hour hike around Vancouver Peninsular and a movie evening. Offsite activities included a tour of the historic Whaling Station, a visit and lunch at the skywalk at 'The Gap' and Natural Bridge.

We also went to the National ANZAC museum which was a very moving and interactive experience and we had tour of the Brig Amity and the Albany stocks.











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