



John Tonkin College Education Support Centre

Career Enterprise Centre

Business Plan

2015 - 2017

Engage, Enrich, Educate and Empower

JOHN TONKIN COLLEGE EDUCATION SUPPORT CENTRE BUSINESS PLAN 2015 – 2017



John Tonkin College Education Support Centre (JTCEC), formerly Career Enterprise Centre (CEC), is an education support centre that provides educational opportunities for students with intellectual, physical, psychological and social disabilities. The Centre strives to ensure that students participate in Vocational Education and work towards a Certificate I or skill set in at least one of the VET courses offered at JTC ESC; Hospitality, Construction, Horticulture, Visage and Retail. Also offered are Department Fire Emergency Services (DFES), Cadets, Art Therapy, Visual Arts and Workplace Learning (WPL). Students who participate successfully in WPL have the potential to gain employment, or alternate employment options upon leaving school. Social skills, community awareness and lifeskills are developed through involvement in WPL and community access programs. The Centre works in partnership with parents, students and agencies to develop programs that cater for individual needs and support students' aspirations.

ETHOS

Engage, Enrich, Educate and Empower

PURPOSE

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

OUR VISION

- Encourage students to recognise and develop their unique potential
- Support them to meet their educational and social and emotional needs
- Support them to become a whole person, exercising self-improvement, self-regulation and enabling a successful transition into adulthood

OUR 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



SUCCESS FOR EVERY STUDENT THROUGH INDIVIDUAL PATHWAYS AND DEVELOP QUALITY TEACHING AND LEARNING PROGRAMS

TARGET	STRATEGY	EVIDENCE
Increase the number of students that achieve the qualification and/or skill sets within their VET course	<p>Build staff capacity to deliver VET programs</p> <p>Through a comprehensive school transition process and ongoing communication between all parties involved, students are enrolled in a course that meets their interest and capacity</p>	<p>Staff to have the Certificate IV TAE Employment of Trainers and Assessors to have the relevant qualifications within the industry area they are delivering</p> <p>Reporting to Parent (RTP) VET data from 2015 – 2016</p> <p>ITP meeting notes</p>
Continue the improvement trend in students' literacy and numeracy skills	<p>Implementing Departmental curriculum to suit students' needs</p> <p>Delivery of curriculums aligned to meet students' needs in literacy and numeracy</p> <p>Professional development for staff supporting the development of literacy and numeracy skills</p>	<p>Literacy and numeracy pre and post testing using appropriate measures over Year 11 and Year 12</p> <p>Analysis of Individual Transition Plan (ITP) targets</p> <p>Teacher assessment records and anecdotal notes</p> <p>Demonstration of literacy and numeracy skills observation records</p>
Provide meaningful teaching and learning programs that address individual needs such as Retail, Construction, Cadets, Workshop, Art, Lifeskills	<p>Development of effective ITPs</p> <p>Parent teacher meetings to inform the planning process for the student</p> <p>School evaluation of delivered programs through a number of formal and informal reflections and review processes between all parties involved</p>	<p>Staff Meeting minutes</p> <p>Student achievement in courses and endorsed programs</p> <p>Annual Report data and reflections on programmes by staff</p>
Increase the number of students who achieve 70% ITP priorities from 2015 - 2017	<p>Professional Learning to strengthen ITP SMART goal writing</p> <p>Comprehensive quality teacher planning and curriculum programming that address ITP goals</p> <p>Utilisation of (IBMP) to support student engagement and learning for at risk students</p>	<p>Evidence of staff attending Professional Learning for ITP SMART goal writing</p> <p>Analysis of ITPs</p> <p>Actioned Individual Behaviour Management Plans IBMPs</p> <p>Reduced incidents of behaviour and/or absence recorded on SIS</p>
Develop and implement robust post school option pathways for each exiting student	<p>Transition Coordinator to work closely with students' families and community to develop a transition pathway</p> <p>Monitor school leaver pathways through surveying post school outcomes for students</p>	<p>Successful student post school transition pathways including</p> <ul style="list-style-type: none"> • Pathway developed in conjunction with school, family and LC • Pathway meets each students' interests and needs • Pathway is supported by relevant agencies <p>School leaver transition data and post transition data</p>

SOCIAL AND EMOTIONAL HEALTH AND WELLBEING

TARGET	STRATEGY	EVIDENCE
Develop students' skills to keep them safe in the community	<p>Professional learning in Protective Behaviours is provided for staff to educate and empower students to be safe within the community</p> <p>Implementation of staff /nurse adapted Protective Behaviours program in all classes</p> <p>Outside agencies accessed to support learning about being safe in the community: Police, Transperth, St John's Ambulance, St John's First Aid, DFES, Fire Brigade</p>	<p>Teacher observation and anecdotal records of student wellbeing and behaviours</p> <p>Parent feedback on student behaviours in the community at ITP meetings and informally</p> <p>SEPTA</p> <p>Teachers' Protective Behaviours programming</p>
Students develop and maintain individual health and wellbeing	<p>Class teaching teams develop and implement health and fitness programs, cooking programs that meet individual needs</p> <p>Breakfast Club provided to students three times a week, at recess, to support healthy eating, socialisation and a sense of community and belonging.</p>	<p>Health and fitness programming and cooking programs and planning documentation</p> <p>Classroom observations of students' social interactions and hygiene</p> <p>Students' attendance and participation data from SIS</p> <p>Observation of students' behaviours at Breakfast Club recorded on SEPTA</p>
Support students with complex social, emotional and psychological needs	<p>Provide Art Therapy for students who would benefit from focused social and emotional development</p> <p>Development of Art Therapy Assessment Tool (ATAT)</p> <p>Art Therapist employed fulltime to provide Art Therapy to a greater number of students</p> <p>Art Therapy is offered to students within the endorsed program or for short term interventions</p> <p>Adjusted school timetables for at-risk students</p>	<p>Student attendance records from SIS</p> <p>Records of students' participation in Art Therapy</p> <p>Social and Emotional Profile Tool Assessment (SEPTA)</p> <p>Implementation of flexible timetables for specific students</p>
Develop a culture of belonging through change in classroom organisational structure	<p>Use a primary school model of classroom organisation that places students in the care of fewer teachers and educational assistants.</p>	<p>School satisfaction survey (staff, students and parents) 2015 -2017</p> <p>School's online survey</p> <p>SEPTA</p> <p>Attendance and Behaviour records</p>

Strengthen and adapt the Virtues Program to reinforce each student's capacity in development of their Social & Emotional skills	<p>Whole school approach in the delivery of the Virtues Program</p> <p>Virtues program to be incorporated into lesson planning</p> <p>Monitoring of student wellbeing through SEPTA to inform teacher planning</p>	<p>Participation of students at Virtue assemblies</p> <p>Teacher term planners</p> <p>Integration of virtues language and practice within the school</p> <p>Completion of Virtues work file</p> <p>SEPTA</p>
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STRONG AND EFFECTIVE PARTNERSHIPS

TARGET	STRATEGY	EVIDENCE
Improve students' access to meaningful workplace learning	<p>Strengthening our database of local employers suitable for meeting the workplace learning individual needs of our students</p> <p>Attend networking opportunities with Chamber of Commerce, Mandurah City Council and service groups</p> <p>Develop and maintain relationships between school, parents and service providers</p> <p>Transition coordinator to develop and maintain an annual Mini Expo</p>	<p>Employee database</p> <p>Workplace learning data</p> <p>Agenda and minutes of Parent Meetings</p> <p>Mini Expo – attendance of service providers and parents</p>

MEANINGFUL ACCOUNTABILITY

TARGET	STRATEGY	EVIDENCE
Show greater accountability to the school's Business Plan	Embed the Business Plan in school practice by using it as a framework for evidence based annual reporting, board monitoring of school performance, development of annual operational plans and staff performance	<p>Annual Report</p> <p>Board meeting minutes</p> <p>Operational Plans</p> <p>Performance management documents</p>
Improve staff accountability for the choice of curriculum they offer to students	Staff use curriculum that is appropriately sourced e.g. from School Curriculum and Standards Authority (SCSA)	<p>Staff planning documentation</p> <p>Observation of classroom practice</p>

The John Tonkin College ESC formerly Career Enterprise Centre School Board has endorsed the School Business Plan 2015-2017

Sue Hill
School Board Chairperson
Date:

Natasha Hawkins
JTCESC Acting Principal
Date:

