



## SCHOOL CONTEXT

John Tonkin College Education Support Centre (JTCEC) operates as an Independent Public School. We are co-located on the Mandurah Education & Training Campus (MET) with John Tonkin College, South Metro TAFE and Murdoch University. Our centre provides educational opportunities for Years 11 and 12 students with intellectual disabilities, who may also experience physical, psychological and social disabilities.

The school focuses on preparing students for a successful transition into post school life, through the application of our ethos: Engage, Educate, Enrich and Empower. To fulfil our ethos we deliver an integrated curriculum that targets the individual student to support their development of life-skills and fulfil their aspirations. To support the effective delivery of our curriculum the school has well-resourced facilities including: a fully equipped workshop, art room, kitchen, spacious classrooms, up to date technology and accessible garden areas utilized for a range of activities.

## SCHOOL BOARD

The school board at JTCEC consists of parents, community and staff members. They work with the school community to monitor and review the Business Plan (BP) as necessary. The decisions of the board support and strengthen the school's delivery of a comprehensive and broad life-skills education encompassing social, emotional, physical and intellectual learning.

ETHOS	✧ Engage, Educate, Enrich and Empower
PURPOSE	✧ To educate and develop the whole person in order to create a sense of belonging and active engagement within their community
VISION	✧ Our vision is to meet our students' educational, social and emotional needs so that they recognise and develop their unique potential through exercising self-improvement and self-regulation to enable a successful transition into adulthood.
VALUES	<ul style="list-style-type: none"><li>✧ All students have unique potential</li><li>✧ Excellence in teaching practice and programs support students to fulfil their potential</li><li>✧ Teamwork is fundamental to the effectiveness of our school</li><li>✧ A safe, protective and positive learning environment promotes academic success and socio-emotional wellbeing</li></ul>

## SUCCESS FOR ALL STUDENTS

A priority at JTCEC 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, schools, families and external agencies.

TARGET	STRATEGY	EVIDENCE
All students have Individual Transition Plans (ITP) by the end of their final year of schooling to support successful transition to post school life	<ul style="list-style-type: none"> <li>The Transition Coordinator meets with students, parents/caregivers and relevant stakeholders to plan, develop and implement an ITP that meets the student's needs</li> <li>ITP is reviewed and modified throughout the year to meet the changing needs of the student</li> <li>Evaluate the effectiveness of the ITP through analysis of the destination data (12 and 24 months)</li> </ul>	<ul style="list-style-type: none"> <li>Minutes from Transition planning and review meetings</li> <li>Transition Coordinator planning documentation</li> <li>ITP document</li> <li>Reviews and amendments made to student ITP is minuted and documented</li> <li>Destination data (12months &amp; 24months) reflects the ITP</li> </ul>
Develop parent understanding of the role of Disability Services Commission and other relevant external agencies	<ul style="list-style-type: none"> <li>Transition Coordinator links with Year 10 parents from the feeder school to inform them about DSC and other relevant agencies</li> <li>Provide information to families of relevant events and opportunities available to them within their community</li> <li>Host and market within the school community the annual</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of meetings with parents</li> <li>Advertising documentation, attendance data at information events</li> <li>An up to date website with agency hyperlinks on the school website's transition page</li> <li>Promotion materials and participation and attendance data from the Disability Expo</li> </ul>

## STRONG GOVERNANCE AND SUPPORT

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

TARGET	STRATEGY	EVIDENCE
Increase involvement of the School Board in monitoring school performance against the Business Plan	<ul style="list-style-type: none"> <li>The School Board is regularly briefed on progress towards meeting Business Plan targets</li> <li>Board members complete Independent Public School (IPS) board training modules</li> </ul>	<ul style="list-style-type: none"> <li>Board meeting minutes</li> <li>Board members' self-reflection sheets</li> <li>Teacher programmes clearly reflect Business Plan</li> <li>Board members' module certificates</li> </ul>
Over the next three years raise the profile of the board within the school and wider community	<ul style="list-style-type: none"> <li>The board is given invitations to events such as the Disabilities Expo, Visage Salon Day's morning teas, morning tea with JTCEC Staff for the school's Open Day</li> <li>Promote Board Members through profiling them in the school newsletter,</li> </ul>	<ul style="list-style-type: none"> <li>Increased parent representation on the school board</li> <li>Board Members' attendance at school events</li> <li>Board Member profiles are evident in the school newsletter, web page and social media accounts</li> </ul>

	webpage and school social media accounts.	
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## EFFECTIVE LEADERSHIP

School leaders play a key role in fostering an environment of success for all. Quality educators are empowered to be creative and innovative 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' direction.

TARGET	STRATEGY	EVIDENCE
Maintain a culture of ongoing professional improvement and reflective practice	<ul style="list-style-type: none"> <li>Staff class reflection sheets are regularly completed</li> <li>Whole school implementation of the Peer Observation and Feedback process over three years</li> <li>The Peer Observation and Feedback process used to inform performance development</li> <li>Aspirant teachers are supported to attain their Senior Teacher (ST) or Level Three Classroom Teacher (L3CT) status</li> <li>Staff complete the Education Department's annual National Opinion Survey</li> </ul>	<ul style="list-style-type: none"> <li>Staff class reflection sheets</li> <li>Peer observation and feedback documentation</li> <li>Staff undertake the Performance Development process</li> <li>Teaching staff attain Senior Teacher or L3CT status</li> <li>Minutes from teacher meetings</li> <li>Staff professional learning certificates</li> <li>Collated and analysed data from staff and parent National Opinion Surveys</li> </ul>

## HIGH QUALITY TEACHING

The implementation of highly effective teaching practice is essential across all areas of the curriculum. 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 effective teaching practice and student learning.

TARGET	STRATEGY	EVIDENCE
All students have Individual Education Plans (IEPs) and ITPs to support their specific life skill needs	<ul style="list-style-type: none"> <li>A whole school approach to using an integrated curriculum that utilises relevant community facilities and programmes</li> <li>The Social Emotional Profile (SEP) Tool is used to inform the planning process for IEPs and ITPs</li> <li>The Classroom Teacher and Transition Coordinator meets with students, parents/caregivers and staff to ensure the plans meet the student's needs</li> <li>The IEPs and ITPs are reviewed and modified to meet the ongoing needs of the student each semester</li> <li>Regular teacher meetings provide collegiate support for the implementation of the plans</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Term planners</li> <li>SEP tool anecdotal notes and quarterly SEP tool profile reports</li> <li>IEP and ITP case conference notes and planning documents</li> <li>Student learning assessment records</li> <li>IEP Semester Reports</li> <li>Minutes from teacher meetings</li> </ul>

**John Tonkin College Education Support Centre's review process includes:**

- Analysis of Individual Education Plan and Individual Transition Plan data to evaluate student progress
- Review of academic and non-academic data for future planning
- Annual review of Business Plan by JTCEC Staff and Board Members
- Annual review of the Operational Plan (OP) to ensure Business Plan targets are met
- Future planning is informed by School data from the National Opinion Survey
- Post school transition success