

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.

FOCUS AREAS

- SUCCESS FOR ALL STUDENTS
- STRONG GOVERNANCE AND SUPPORT
- EFFECTIVE LEADERSHIP
- HIGH QUALITY TEACHING



ETHOS

ENGAGE | EDUCATE | ENRICH | EMPOWER

PURPOSE

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

VALUES

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

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.

Sue Hill
School Board Chair



VISION

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

John Tonkin College Education Support Centre

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Engage | Educate | Enrich | Empower



BUSINESS PLAN 2018 -2020



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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, schools, families and external agencies.

TARGET	STRATEGY	EVIDENCE
1. 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">The Transition Coordinator meets with students, parents/caregivers and relevant stakeholders to plan, develop and implement an ITP that meets the student's needsITP is reviewed and modified throughout the year to meet the changing needs of the studentEvaluate the effectiveness of the ITP through analysis of the destination data (12 & 24 months)	<ul style="list-style-type: none">Minutes from Transition planning and review meetingsTransition Coordinator planning documentationITP documentReviews and amendments made to student ITP is minuted and documentedDestination data (12 & 24 months) reflects the ITP
2. Develop parent understanding of the role of relevant external agencies to provide support for their child	<ul style="list-style-type: none">Transition Coordinator links with Year 10 parents from the feeder school to inform them about relevant agenciesProvide information to families of relevant events and opportunities available to them within their communityHost a market within the school community and the annual Expo	<ul style="list-style-type: none">Documentation of meetings with parentsAdvertising documentation, attendance data at information eventsAn up to date website with agency hyperlinks on the school website's transition pagePromotion materials and participation and attendance data from the Expo



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.

TARGET	STRATEGY	EVIDENCE
3. Increase involvement of the School Board in monitoring school performance against the Business Plan	<ul style="list-style-type: none">The School Board is regularly briefed on progress towards meeting Business Plan targetsBoard members complete Independent Public School board training modules	<ul style="list-style-type: none">Board meeting minutesBoard members' self-reflection sheetsTeacher programmes clearly reflect Business PlanBoard members' module certificates
4. Over the next three years raise the profile of the board within the school and wider community	<ul style="list-style-type: none">The board is given invitations to events such as the Expo, Visage Salon Days, morning tea with JTCESC Staff and the school's Open DayPromote Board Members through profiling in the school newsletter, webpage and social media.	<ul style="list-style-type: none">Increased parent representation on the school boardBoard Members' attendance at school eventsBoard Members' profiles are evident in the school newsletter, web page and social media accounts

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' direction.

TARGET	STRATEGY	EVIDENCE
5. Maintain a culture of ongoing professional improvement and reflective practice	<ul style="list-style-type: none">Staff class reflection sheets are regularly completedImplementation of the Peer Observation and Feedback process over 3 yearsPeer Observation and Feedback process used to inform performance developmentAspirant teachers are supported to attain their Senior Teacher or Level 3 Classroom Teacher statusStaff complete the Education Department's National Opinion Survey	<ul style="list-style-type: none">Staff class reflection sheetsPeer observation and feedback documentationStaff undertake the Performance Development processTeaching staff attain Senior Teacher or L3CT statusMinutes from teacher meetingsStaff professional learning certificatesCollated and analysed data from staff and parent National Opinion Surveys



Tash Hawkins
Principal

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.

TARGET	STRATEGY	EVIDENCE
6. All students have Individual Education Plans (IEPs) and ITPs to support and develop their specific life skill needs	<ul style="list-style-type: none">A whole school approach to using a curriculum that utilises relevant community facilities and programmesThe Social Emotional Profile (SEP) Tool is used to inform the planning process for IEPs and ITPsThe Classroom Teacher and Transition Coordinator meets with students, parents/caregivers and staff to ensure the plans meet the student's needsEach semester, the IEPs and ITPs are reviewed and modified to meet the ongoing needs of the studentRegular teacher meetings provide collegiate support for the implementation of the plans	<ul style="list-style-type: none">Teacher Term plannersSEP tool anecdotal notes and quarterly SEP tool profile reportsIEP and ITP case conference notes and planning documentsStudent learning assessment recordsIEP Semester ReportsMinutes from teacher meetings

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

- Analysis of IEP and ITP data to evaluate student progress
- Review of academic and non-academic data for future planning
- Annual review of Business Plan and Operational Plan
- National Opinion Survey data informs future planning
- Review of post school transition destination data

