



Department of  
Education

**Shaping the future**

# John Tonkin College Education Support Centre

## Public School Review



## Context

John Tonkin College Education Support Centre (the school) is located in Mandurah, approximately 85 kilometres from the Perth central business district in the South Metropolitan Education Region. Established in 1995, the school has held Independent Public School status since 2012.

Co-located with John Tonkin College at the Mandurah Education Training (MET) campus, the school delivers programs for students with special educational needs in Year 11 and Year 12. The site is also shared with the Peel campuses of the South Metropolitan TAFE<sup>1</sup> and Murdoch University.

Currently, there are 29 students enrolled at John Tonkin College Education Support Centre. The school has an Index of Community Socio-Educational Advantage of 999 (decile 5).

Support for the school is demonstrated through the work of the School Board.

## School self-assessment validation

The Principal submitted a school self-assessment that provided an overview of school operations.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an outline of the school context, with some alignment between evidence and analysis and future planned actions.
- The Principal expressed appreciation for the opportunity that the Public School Review process provided to reflect on school performance and develop professionally during the recent period of leadership transition.
- The Principal acknowledged that a greater level of engagement with the ESAT would be beneficial to the school's preparation of future ESAT submissions.
- During the validation visit, teachers, school support staff and community members made contributions and provided information, adding value to the school's ESAT submission.
- The School Board Chair demonstrated an understanding of the school's context, the impact of the leadership change, and is supportive of the school's future directions.

The following recommendations are made:

- Progress intentions to engage all staff in the ongoing analysis of data as part of whole-school assessment processes. Use the Standard and the ESAT to support continuous whole-school self-reflection.
- In future ESAT submissions, select evidence that best demonstrates the school's performance against each domain of the School Improvement and Accountability Framework using the Standard foci to guide reflections.
- Ensure there is a clear link between judgements made, analysis of evidence and planned improvements in future ESAT submissions.

## Leadership

A commitment to providing leadership opportunities for staff is evident in a number of key roles, including trainer and assessor roles for education assistants and workplace learning and transition planning officer roles.

### Commendations

The review team validate the following:

- Teachers engage in peer observation and performance development processes, which are viewed as beneficial.
- Education assistants are encouraged and supported to meet regularly to discuss and identify professional learning needs and to have an increased voice in school decision making.
- The school has supported three teachers to achieve their senior teacher status and develop their professional capacity.
- The Principal's approach to changing the school timetable and school structure, to better meet the needs of students, included consultation and shared decision making with staff.

### Recommendations

The review team support the following:

- Progress planned intentions to collaboratively develop the school's next business plan and ensure clear linkage to annual operational and classroom plans.
- Further progress instructional leadership to support staff development and agreed whole-school practices, through increased dispersed leadership of curriculum and learning, including for literacy and numeracy.

## Use of resources

The school's resource allocation is in line with individual student needs. Well-maintained gardens and positive learning spaces have been designed to enhance student learning and wellbeing.

### Commendations

The review team validate the following:

- The school Finance Committee meet twice a term and work in collaboration with the Principal and manager corporate services to share decision making about school finances and resource management.
- A new school bus provides students with greater access to interschool sporting events, camps and excursions.
- Allocation of additional school psychologist time is enabling a greater level of support for student wellbeing.
- Resources have been prioritised to workplace learning as an integral part of students' transition to post-school life.

### Recommendation

The review team support the following:

- Continue to formalise the workforce development plan, ensuring alignment to the business plan, identification of gaps and strategies, and allocation of resources.

## Reviewers

Kim McCollum  
**Director, Public School Review**

Joanne Gordon  
**Principal, Burbridge School**  
**Peer reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the Leadership and Student Achievement and Progress domains only, will be Term 3, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 3, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Tertiary and Further Education
- 2 National Disability Insurance Scheme
- 3 Science, technology, engineering, mathematics
- 4 Humanities and Social Sciences
- 5 Pragmatic Organisation Dynamic Display