

**SCHOOL CONTEXT**

John Tonkin College Education Support Centre (JTCESC) operates as an Independent Public School. We are co-located on the Mandurah Education & Training Campus 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 integrated 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 which are utilized for a range of activities.

**SCHOOL BOARD**

The school board at JTCESC consists of parents, community and staff members. They work with the school community to monitor and review the Business Plan 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.

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| **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** | * All students have unique potential * Excellence in teaching practice and programs support students to fulfil their potential * Teamwork is fundamental to the effectiveness of our school * A safe, protective and positive learning environment promotes academic success and socio-emotional wellbeing |

**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.

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| **TARGET** | **STRATEGY** | **EVIDENCE** |
| 1. All students have Post School Transition Plans (PSTP) by the end of their final year of schooling to support successful transition to post school life | * The Transition Coordinator meets with students, parents/caregivers and relevant stakeholders to plan, develop and implement a PSTP that meets the student’s needs * PSTP is reviewed and modified throughout the year to meet the changing needs of the student * Evaluate the effectiveness of the PSTP through analysis of the destination data (12 and 24 months) | * Minutes from Transition planning and review meetings * Transition Coordinator planning documentation * PSTP document * Reviews and amendments made to student PSTP is minuted and documented * Destination data (12 months & 24 months) reflects the PSTP |
| 2. Develop parent understanding of the role of relevant external agencies to provide support for their child | * Transition Coordinator links with Year 10 parents from the feeder school to inform them about relevant agencies * Provide information to families of relevant events and opportunities available to them within their community * Host and market within the school community the annual Expo | * Documentation of meetings with parents * Advertising documentation, attendance data at information events * An up to date website with agency hyperlinks on the school website’s transition page * Promotion materials and participation and attendance data from the Expo |
| 3. All Students achieve at least 80% of their literacy and numeracy goals in their Doc Plans as measured through RPT and PAT | * Weekly class Literacy program * Weekly class Numeracy program * Appointment of Literacy & Numeracy coordinator * Introduction of adaptive test * Coordinate adaptive testing with feeder school for meaningful longitudinal data | * Data analysis from RTP * Data analysis from PAT testing * Longitudinal data from feeder school * Literacy and Numeracy Coordinators reflected in Roles and Responsibilities Document. |
| 4. All Students Participate in VET and or, Certs and or ADWPL | * Attend weekly programs * Logbooks ADWPL * Maintain Cert IV T & A Cert IV qualifications for staff * Sourcing appropriate work placements | * Data analysis from UoC’s achieved * Data from hours completed (ADWPL) * Certificates of achievement or Certificates completed * Currency documents - Certificates |

**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.

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| **TARGET** | **STRATEGY** | **EVIDENCE** |
| 5. Maintain involvement of the School Board in monitoring school performance against the Business Plan | * The School Board is regularly briefed on progress towards meeting Business Plan targets * Board members complete Independent Public School board update take out IPS training modules * Staff updates from learning areas | * Board meeting minutes * Board members’ self-reflection sheets * Teacher programs clearly reflect Business Plan * Board members’ module certificates |

**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.

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| **TARGET** | **STRATEGY** | **EVIDENCE** |
| 7. Maintain a culture of ongoing professional improvement and reflective practice | * Continuation of the Peer Observation and Feedback process over the three years * Peer Observation and Feedback process used to inform performance development * Aspirant teachers are supported to attain their Senior Teacher or Level 3 Classroom Teacher status * Graduate teachers are supported with a mentor * Staff complete the Education Department’s National Opinion Survey * All staff attend targeted PD as identified in their Performance Development Meetings * Staff to attend EA and teacher meetings | * Staff class reflection sheets * Peer observation and feedback documentation * Staff undertake the Performance Development process * Eligible Teaching staff attain Senior Teacher or Level 3 Classroom Teacher status * Minutes from teacher meetings * Minutes from EA meetings * Staff professional learning certificates * Collated and analysed data from staff and parent National Opinion Surveys |
| 8. Development of distributed leadership and school wide vision /accountability | * Appointment of Curriculum leaders for Behaviour, Literacy, numeracy and vocational education * Development of whole school BMS through PBS | * Staff identified and appointed to roles (see roles and Responsibilities Doc) * Consistent data entry into SIS by teachers and EA’s with agreed shared understandings of levels of behaviour and consequences. * Decrease in entries on SIS as a measure of success |

**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.

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| **TARGET** | **STRATEGY** | **EVIDENCE** |
| 9. All students have documented plans to support and develop their specific academic and life-skills needs | * A whole school approach to using a curriculum that utilises relevant community facilities and programs * The Classroom Teacher and Transition Coordinator meets with students, parents/caregivers and staff to ensure the plans meet the student’s needs * Each semester, the Documented Plans are reviewed and modified to meet the ongoing needs of the student * Regular teacher meetings provide collegiate support for the implementation of the plans | * Teacher Term planners * Documented Plans case conference notes and planning documents * Student learning assessment records * Semester Reports * Minutes from teacher meetings |

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

* Analysis of Documented Plans and PSTP 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 destination data