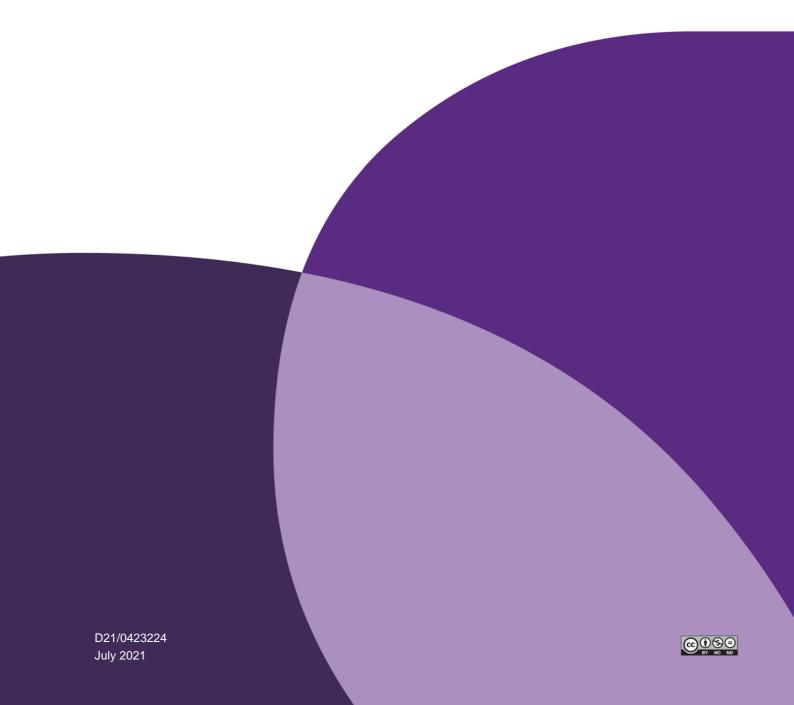**Shaping the future**

John Tonkin College Education Support Centre

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

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[1] 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.

Public School Review

Relationships and partnerships

Positive relationships and partnerships are characterised by an ethos of care and respect. Staff collaboration is enabled through a range of formal and informal forums and supported through the provision of common duties other than teaching time (DOTT).

Commendations

The review team validate the following:

- Links with local education support centres are enabling opportunities for primary-aged students to visit the school and participate in activities, raising awareness of future senior school pathways for local families.

- A positive partnership with the charity, Halo Team Inc., is enhancing the school's Creative Manufacturing program through donations of supplies for student enterprises.

- The workplace coordinator and transition officer are building connections effectively with local businesses to facilitate ongoing workplace learning experiences for students.

- The school's annual Careers Expo enables community engagement and provides access to NDIS[2] information and connections with service providers, inclusive community groups and sporting associations.

- An invested School Board is supportive of the school and members have opportunities for input into strategic planning and school performance monitoring.

Recommendations

The review team support the following:

- Continue to develop the relationship with co-located John Tonkin College.

- Progress the intended implementation of School Board self-assessment processes.

Learning environment

Student health and wellbeing is viewed by the school as critical for student learning and preparation for post-school life. Strong pastoral care and the provision of a range of purpose-built learning environments, such as a woodwork and metalwork workshop and a commercial grade kitchen, are contributing to a positive learning environment for students.

Commendations

The review team validate the following:

- The school psychologist provides student support, input into the development of plans and the provision of professional learning in collaboration with the Principal.

- A four day transition process for students entering Year 11 is enabling the building of connections with staff and fosters familiarity with the new environment before commencing at the school.

- Morning and afternoon mentor groups have been implemented to closely monitor students' pastoral care needs.

- The school is in the development stages of implementing a social and emotional data collection tool to track student wellbeing.

Recommendations

The review team support the following:

- Continue to develop cultural awareness guided by the Aboriginal Cultural Standards Framework.

- Progress intentions to develop a whole-school approach that supports positive student behaviour.

- Continue to develop staff capacity to support students with complex communication needs.

- Further progress intentions to bring together existing initiatives/programs to create a cohesive whole-school approach to wellbeing.

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.

Teaching quality

The school has a strong focus on transition and pathway planning for students, with a view to maximising opportunities for meaningful post-school options.

Commendations

The review team validate the following:

- Individual Transition Plans are developed in collaboration with families and stakeholders to outline students' needs and plan pathways to post-school options.
- Collegiate support is strong between teaching staff, who engage in planning and discussions about student needs.
- The school is in the development stages of building staff capacity to support students with complex communication needs.
- An integrated Life Skills program combines workplace learning, STEM[3], HASS[4], community access and life skills. Student enterprises incorporate collaborative work, marketing, measuring and sales.

Recommendations

The review team support the following:

- Further develop staff capacity to support students with complex communication through increased professional learning in augmentative and alternative communication, including beliefs, processes, devices, key word signing and PODD[5].
- Proceed with intentions to streamline data collection.

Student achievement and progress

Every student has an Individual Education Plan and Individual Transition Plan. Teaching staff use class assessments and information from stakeholders to inform the development of IEPs. Staff demonstrate an appetite to engage in the collaborative analysis of student achievement data to assist in the determination of student progress and to inform classroom planning.

Commendations

The review team validate the following:

- In 2020, achievement of IEP goals increased to 71 per cent for students with an attendance rate of 50 per cent or above.
- Students undertaking Authority Developed Work Place Learning have a high number of completed hours.
- Teachers indicate that Waddington and South Australian Spelling Tests for literacy and the Schedule for Early Number Assessment (SENA) for numeracy were used to identify students' needs and inform classroom decision making.
- The school collects post-school destination data for students to indicate employment, supported employment and engagement with Disability Employment Services providers, community programs or employment agencies.

Recommendations

The review team support the following:

- Develop a whole-school data collection schedule identifying responsibilities for collection and analysis, and timelines for sharing information.
- Build staff data literacy and opportunities for leaders and staff to engage collaboratively in the analysis of data to inform classroom and school planning.
- Progress intentions to support staff to write SMART goals as part of continuum and set a target to reach 80 per cent of outcomes in each learning area.
- Strengthen the school's ability to determine how students are progressing in literacy and numeracy through the analysis of contextually appropriate, school-based data and evidence.

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

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