



John Tonkin College
Education Support Centre

Engage | Educate | Enrich | Empower

BUSINESS PLAN

2024 - 2026



ENGAGE | EDUCATE | ENRICH | EMPOWER

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Our Context

“Engage, Educate, Enrich, Empower” is the ethos we are proudly guided by at John Tonkin College Education Support Centre.

John Tonkin College ESC is a small level 3 school serving families since 2001. The school is in the South Metro Region and is a proud member of the Education Support South Network. We share a campus with John Tonkin College, South Metropolitan TAFE, and Murdoch University.

We deliver a broad range of educational experiences to meet the needs of Year 11 and 12 students with intellectual disabilities. Our purpose is to educate and develop students' sense of belonging and active engagement within the community.

We provide a supportive, caring, inclusive environment that addresses a range of needs including social and emotional well-being, life skills, numeracy and literacy, and vocational education and training (VET) courses. We have strong partnerships with South Metropolitan TAFE and Skills Strategies, our school provides students the opportunity to



complete a Certificate I Retail - Shop and Certificate I Retail - Visage Beauty Therapy and Cert II Skill set Construction.

Our community cadets' program with the Department of Fire and Emergency Services offers practical life skills, leadership, teamwork and initiative. Students benefit from a fully equipped workshop with electrical machinery and hand tools, a purpose-built art room and amphitheatre.

Our workplace learning program puts students' skills into practice at many businesses in Mandurah and surrounding areas. These businesses give our students a chance to gain the experience they need to transition from school into post school employment.

Our Planning Cycle

Our school utilises a strategic self-assessment and planning cycle to assist in providing highly relevant opportunities for our students. Each year we complete a cycle of self-assessment, review, annual reporting and planning.

We use the Department's Electronic School Assessment Tool (ESAT) against the following six domains:

- Relationships
- Learning Environment
- Use of resources
- Leadership
- Teaching Quality
- Student Achievement and Progress



Sustainable Leadership & Use of Resources

TARGET	STRATEGY	EVIDENCE
Opportunities for future leaders are developed and nurtured.	<ul style="list-style-type: none"> • Employ a Student Services Manager (SSM) • Student Services Team (SST) created from in-house applicants • SSM to provide training and sourcing Professional Learning (PL) for SST • SST to provide formal and informal training to staff • Appointing Curriculum Leaders • Local school collaboration team created from in-house applicants • Students invited to apply for student leadership roles • Wellbeing Committee • Reconciliation Action Plan (RAP) Committee • Train Education Assistant staff in completing excursion paperwork 	<ul style="list-style-type: none"> • SSM applications • SST in-house applications • SST PL and Performance Management • Whole staff PL Agendas • Curriculum leaders • Collaboration team applications • Student Leader elections • Excursion forms
Establish and refine effective Performance Management, feedback and succession planning processes.	<ul style="list-style-type: none"> • External classroom observation • Yearly Performance Management review • Establish staff feedback processes • Identify critical roles and potential successors, determining developmental needs and providing training opportunities 	<ul style="list-style-type: none"> • External classroom observation documentation • Performance Management documentation • Feedback process forms • Succession critical role identification list • Succession in-house expressions of interest • Succession training rosters

Relationships & Partnerships

TARGET	STRATEGY	EVIDENCE
Strengthen positive relationships and communication with families.	<ul style="list-style-type: none"> • Parent communication framework established • Invite families for VET open days and school events • Parent evening • Parent IEP meetings • Parent morning teas • Case conferences as necessary • Regular posting on Social Media • Hire Social Media & Marketing Officer • Bi-yearly Transition Planning meetings and guidance • Information sessions for NDIS, including guest speakers • Transition Officer to support and advocate for parents at external agencies 	<ul style="list-style-type: none"> • Parent communication Framework • Parent attendance at school events, open days, and evenings • Social Media & Marketing Officer on staff • Information session planning documents • Individual Transition Plan Minutes
Promote and strengthen our partnerships within our wider school community.	<ul style="list-style-type: none"> • Primary school outreach program • VET program offered to local ESC schools • Build on VET programs offered on-site • Partnerships with local area ESC schools • Transition program with HHCESC • Grow school Disability Expo • Partnership with Peel Volunteer Resource Centre (PVRC) • Workplace Learning business relationships • Enterprise course business relationships • Engage Health and Wellbeing community organisations 	<ul style="list-style-type: none"> • External classroom observation documentation • Performance Management documentation • Feedback process forms • Succession critical role identification list • Succession in-house expressions of interest • Succession training rosters



Student Achievement & Quality Teaching

TARGET	STRATEGY	EVIDENCE
All students transition into employment, further education, or community engagement programs within 6 months.	<ul style="list-style-type: none"> • Career Education Program (ADWPL) • Workplace Learning Program • Dedicated Transition Officer • Former students can access support from Transition Officer as necessary • Curriculum is based on “real-life learning” • Progress 4 Success job readiness program 	<ul style="list-style-type: none"> • ADWPL completion • NDIS review and updated plans • Destination data • Expo • My Pathway Community Directory booklet • Transition pathway to GATE program • Flyers, photos and action plan for Progress 4 Success
Staff will create quality teaching programs tailored to the needs of individual students.	<ul style="list-style-type: none"> • Staff have opportunities to attend PL targeted to the needs of the school • Students access P Units, ASDAN and VET programs according to their needs • Students identified for Alpha to Omega Literacy Program • PAT Testing (longitudinal from feeder school) • SA Spelling • Burt Reading • SENA Math 	<ul style="list-style-type: none"> • Professional Development Request Forms • Individual Education Plans • Term Planners • Certificates of Completion • ASDAN and VET data • Alpha to Omega data • Testing data



Student Achievement & Quality Teaching

TARGET	STRATEGY	EVIDENCE
All students have Individual Education Plans (IEPs) 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 programs • The classroom teacher and Transition Coordinator meet with student, parents/caregivers and staff to ensure the plans meet the students' needs • Each semester IEPs and Transition 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 	<ul style="list-style-type: none"> • Testing criteria • IEP and Transition Plans, case conference notes, minutes and planning documents • Student learning assessment records • IEP semester reports • Minutes from teacher meetings
Embed Culturally Responsive Practices across the school.	<ul style="list-style-type: none"> • Welcome to Country at all meetings • Cultural Awareness PL for staff • Include culturally appropriate resources into teaching programs • Flags at entry to school with students raising and lowering flags • Physical environment incorporates aspects of Indigenous culture • Work with local elders and JTC AIEO teams • Yearly Reconciliation Action Plan 	<ul style="list-style-type: none"> • Meeting minutes • PL attendance records • Resources in the school • Flag rosters • Culturally inclusive artworks and learning programs • Culturally appropriate art represented in the school environment • RAP Document





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Acknowledgement of Country

Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. We pay respects to Elders past, present, and emerging. We acknowledge and respect the heritage and connections of the Bindjareb people of the Noongar Nation.



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