John Tonkin College

2014

Independent Review Findings
Disclaimer

This document reports the findings of the Department of Education Services’ review and verification of the school's self-review. The school’s self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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School and Review Details

Principal: Catherine Shepherd
Board Chair: Emeritus Professor Joanne Barker
School Location: Education Drive, Mandurah WA 6210
School Classification: SHS Class 6A
Number of Students: 931 (Semester 2, 2013)
Reviewers: John Iacomella (Lead) and Kerry Usher
Review Dates: 4, 20 and 21 March 2014

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. Additionally, the findings inform school improvement.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student wellbeing
- how well the school is placed to sustain and improve its performance.
Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review which was presented to the reviewers at the commencement of the review.

Prior to the presentation of the school's self-review conclusions, reviewers were provided with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the My School® website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Department of Education Services reviewers met with the Principal and the Board Chair on day one to determine the school's conclusions from its self-review. Subsequently, reviewers analysed the evidence presented in the school's self-review documentation and developed lines of inquiry where further verification was required.

An agenda for days two and three was then negotiated with the school to enable the gathering of evidence to verify claims made by the school. During these two days the reviewers sourced evidence to support the school's self-review claims through observation and discussion with teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.
School Context

What are the important features of this school's context that have an impact on student learning?

John Tonkin College opened in 2012 as a two campus Year 8–12 secondary school. The college is the amalgamation of two secondary schools in Mandurah: Mandurah Senior College, collocated with Challenger Institute of Technology and Murdoch University on the Peel Education and Training (PET) site which catered for Year 11 and 12 students, and Mandurah High School, which had catered for Year 8–10 students. Currently, Year 10–12 students are located on the PET campus and Year 8–9 students on the Mandurah High School site known as the Tindale campus. Year 7 students will attend the Tindale campus from 2015.

The Career Enterprise Centre, catering for the needs of the Education Support Centre, is located on the PET campus. The Centre is integrated into the college, however it operates autonomously from John Tonkin College.

The PET campus was opened in 2001; facilities and infrastructure are relatively modern. The Tindale Campus, formerly Mandurah Senior High School from the early seventies until 2000 and then Mandurah High School for Years 8–10 from 2001, comprises a complete set of buildings and facilities for a secondary school in faculty design.

The two schools had very different cultures in teaching and learning practices. The PET site was focused on creating a senior school with an ethos that catered for independent senior students. The Tindale Campus was originally based on the middle school concept. To bring the two schools together as one Year 8–12 school with one culture was a challenge for the administration team. Timetables are aligned to enable staff to work on both sites and reviewers confirm there is an effort to achieve consistency in policies and practices over the two sites.

There are five other secondary schools in the Mandurah district: two government schools and three non-government. From 2012, the two government secondary schools, Halls Head Community College and Coondarup Community College have also catered for Years 8–12 students. This may have been a contributing factor to the decline in upper school enrolments at John Tonkin College from 798 students in 2012 to 378 in 2014.
However, in the same period, lower school enrolments at the Tindale Campus increased from 298 to 515 students.

The decline in upper school student numbers from 2012 is an issue for the college. There is a risk that course and subject offering could become limited with fewer students. The increase in lower-school enrolments may help in stabilising the fall in enrolments and enable the college to offer a comprehensive curriculum in the upper school.

The collocation of the Senior Campus with Challenger Institute of Technology and Murdoch University gives students the opportunity to broaden the curriculum options with other education providers and to access a wider range of specialist facilities. Discussions with staff, however, indicated there had been limited opportunities for sharing programs and facilities to date.

The shared canteen managed by the John Tonkin College Parents and Citizens’ Association provides additional funds to the college. In 2013 this amounted to approximately $100 000.

College staff members are deployed over the two sites. The college endeavours to allocate staff for the entire day on a particular campus to minimise travel. Nevertheless, some staff members are required to travel during the day between campuses. Staff members have access to college cars for travel between campuses during the school day.

The college has an Index of Community Socio-Educational Advantage (ICSEA) of 993. The student transiency rate is 38.4% and 34 students (3.5% of the student population) are of Aboriginal or Torres Strait Islander descent.

The college has established several partnerships with other educational providers and community groups. These include Challenger Institute of Technology, Murdoch and Curtin Universities, City of Mandurah, Bendigo Community Bank, Men of Trees and industry and business groups for workplace learning. These partnerships enable the college to add value to the teaching and learning program and to raise its profile in the community.

Partnerships with the Bendigo Community Bank and Alcoa have also enabled the college to attract additional financial resources. The college has used these additional funds to support specialist programs that include the Career Development Program and Specialist Mathematics and Science Project.
The college has a fully functioning Board chaired by Emeritus Professor Joanne Barker. The 10 members of the Board have been selected from a wide range of business and community organisations and include the Parents and Citizens' Association President, the Principal and two members of staff. An interim Board was established in 2011 and member selection has focused on a wide-ranging skill set. Membership has been stable since the formation of the Board in 2012.

From 2012, the college has focused on the amalgamation of the two schools into one with a common vision and ethos. The integration of the two-campus model to achieve the college aim of developing a culture of excellence has required significant changes in pedagogy and challenges in staff management.

The college is commended for its efforts to create one school with a common vision and ethos. The college is achieving success in establishing a school having one culture with consistent teaching and learning practices on all sites.
The School's Self-Review Process

How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?

The college has developed a Self-Assessment Process and a School Self-Assessment framework as part of its self-review.

The Self-Assessment Process comprises two sections: Context and Process.

Context outlines where the college was in the self-review process and some previous self-review exercises. There was acknowledgement that traditionally there had been some limited self-assessment but 'minimal exposure to data and understanding of that data'.

Process details how the college is to conduct its self-review for the current period of the Business Plan 2011–2014. Key elements of this section include the focus of staff reviewing student performance data, analysis of the data and then using it to develop action plans to improve student learning. The staff members meet with heads of learning areas, curriculum leaders and ultimately with the Principal to present their plans showing identified gaps in student learning and how they are addressing those gaps.

Data is collected and analysed on academic and non-academic performance, including attendance and behavioural information, school community feedback from surveys and feedback from non-teaching staff presented at meetings or collected from surveys.

The Process also outlines roles and responsibilities for the school leadership team and the Board in the self-review.

The leadership team utilises the Australian Institute for Teaching and School Leadership (AITSL) framework annually for self-reflection.

The Board’s role is outlined as developing the college vision, conducting annual reviews of the Principal’s performance, endorsing the Business Plan and preparing the Board Annual Report.

School Self-Assessment provides the college with a framework to determine to what extent the college has improved standards of learning, created an

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1 Self-Assessment Process, John Tonkin College p 1
environment that promotes student learning and is placed to sustain and improve its performance.

The targets are grouped under the three objectives from the Business Plan and an assessment, accompanied with explanatory notes, is made as to what extent the targets have been achieved.

The framework concludes with a summary of commendations that lists where the college has made significant improvement, affirmations that indicate progress in areas that are improving and recommendations that list areas in need of improvement.

The commendations include the effectiveness of the Board, the development of a culture amongst staff of increased understanding and accountability for student performance and embedding consistent practice in relation to policies plans and processes.²

The affirmations confirm the need for more rigorous self-assessment by all staff and focusing on monitoring student progress from a Year 7–12 perspective.

A sample of the recommendations include the need to develop a Vocational and Education Training (VET) Strategic Plan, review and develop a National Australian Plan for Literacy and Numeracy (NAPLAN) so as to reduce the gap between the school results and like-school results, and to use the AITSL framework for staff in the performance management process.

The college is commended for its School Self-Assessment framework. The framework includes: targets that are explicitly written in terms of student outcomes—academic and non-academic; judgements made on the extent to which targets have been achieved, and an analysis of the data that includes recommendations for future action.

The Self-Assessment Process and School Self-Assessment framework demonstrate the college’s preparedness to review its performance against targets that include student performance. There are links between these documents and the Business Plan and the DPA. Currently, the college is reviewing its Business Plan prior to finalising the new Business Plan in October this year.

² School Self-Assessment, John Tonkin College p5
School Performance—Student Learning

How well has the school performed in improving learning (achievement, progress and engagement) for all students?

The Business Plan lists three objectives for the college:

1. A school culture built on the foundation of care and respect in all college practices.
2. College community members will value and promote a commitment to excellence.
3. Innovative and unique programs in partnership with the community.

For each objective there is a series of success indicators and targets, mostly written in terms of student outcomes.

These objectives form the basis for the development of the Learning Area Planning Framework. This framework explicitly details the analysis of the previous year’s student data and goal setting for the coming year for each year group and learning area. Headings for the Learning Area Planning Framework include Data Source, Data Trend, Targets, Strategies and Milestones. Sources for the collected data include First Cut Progress data, teacher judgements, NAPLAN, Western Australian Monitoring Standards in Education (WAMSE) and Australian Tertiary Admission Rank (ATAR) scores.

The framework details the extent to which teachers have implemented strategies to improve student learning outcomes and what modifications or additions are needed for the next year. The requirement to achieve consistency in teacher expectations and assessment procedures is highlighted in the framework. The framework identifies Common Learning Area Hot Spots such as “Clumping of Semester 1 ‘C’ grades”, “Higher percentage of ‘C’ grade than like and Department of Education schools across the humanities in Years 8–12. The need for moderation, tutoring programs and tracking of student achievement are some of the responses to the issues raised from student performance analysis.

Discussion with teachers and curriculum leaders indicates that the development and implementation of this framework is still a ‘work in progress’. However, reviewers confirm that the teachers are focused on using student data to analyse outcomes and use that analysis to plan for student improvement.
NAPLAN tests and data in particular are used as diagnostic tools to identify those students who are not achieving the relevant standards.

Assessment of NAPLAN data by staff indicates students have been underperforming when compared to like-schools, since 2009. For example, where the average reading score for the college in 2009 was 517, like-schools achieved an average of 561. In 2013, the average reading score for the college was 559, like-schools was 571. The gap has been narrowed. This is similar for the other NAPLAN domains except for numeracy where the students at the college vary their performance above and below like-schools. In 2013, the students achieved below like-schools, 554 for the college as compared to 576 for like-schools.

The college is aware of these variable student performances and reports this information to the wider community through its Business Plan and Annual Reports. The Business Plan uses a table to demonstrate the extent to which the college is closing the gap in student achievement compared to like-schools. The Annual Report details student achievement in NAPLAN, ATAR and WAMSE programs. The data is accompanied by an explanatory commentary including the extent to which the college objectives are being achieved. The reviewers commend the analysis of student achievement in the college’s self-review and the strategies to close the gap between standards of achievement in like-schools. The development and implementation of plans for numeracy and encouraging excellence and adding value for students are commended.

The Learning Area Plan—Mathematics—2012 Analysis and 2013 Goal Setting is an example of the college using student performance data to plan for student learning improvement. This plan acknowledges that low student performance in numeracy is an issue at the college with 43% of students at or below the minimum standard and a large number of students failing algebra and measurement. The plan details actions that include increased professional learning for teachers and adjustments to the teaching program that have the potential to improve student learning under the headings of: What are we going to do about it? How are we going to achieve it? What do we expect to see?

There are similar plans for the other learning areas.

The college is addressing the challenges to ensure students are able to demonstrate the minimum standard of literacy and numeracy for their Western Australian Certificate of Education (WACE) from 2016. The college is currently
supporting students through the Online Literacy and Numeracy Assessment (OLNA) process for Year 12 graduation in 2016. Seventy-two per cent of the 2013, Year 9 students did not meet the required Band 8 benchmark for numeracy, writing or reading. The college has identified the students at risk and is implementing appropriate programs to assist all students to achieve the required standards before graduation in Year 12.

The college is commended for using student performance data to identify areas of weakness and strength in student learning and then applying the information in preparing learning area education plans that set goals for future action.

The Annual Report details Year 12 student achievements that include the 100% graduation rate, median ATAR of 72.8 and the ATAR tricles. These tricles indicate 13% of students were in the top third, 42% the middle third and 45% in the bottom third. The college acknowledges there is a significant number of senior students who are under achieving and learning plans are being developed to address this.

An example of the college planning to improve student learning is the draft VET Strategy Plan. In 2011, 45% of eligible students acquired either an ATAR or completed a Certificate II or higher. For 2012, the corresponding figure was 58% and in 2013 the figure was 57%. (The college advised that the low 2011 figure was due to a data input error.) The college has developed a draft VET strategic plan to address identified student under-performance. The strategic plan has the objective: ‘For all non-ATAR students to be working towards completion of a Certificate II or higher within their WACE plan’. The draft strategic plan was developed in consultation with the VET staff and the Registered Training Organisation (RTO) industry partners. The plan outlines the issues to be addressed, strategies to be implemented, timeline, resources required and evaluation of the effectiveness of the strategies implemented. Under the heading of ‘Predicted Statistics and Targets’ the Plan sets specific targets for student achievement. By 2014, the target is that 60% of the cohort will achieve either an ATAR or Certificate II or higher, 70% by 2015 and 95% by 2016.

The college is commended for developing the VET Strategic Plan with a clear focus and target on student achievement and a framework that will enable all stakeholders to work together to improve student learning outcomes.

Student attendance and identification of students at risk due to irregular attendance form part of the data collected and analysed in the college’s
self-assessment process. Attendance figures are comparable to State figures. Students identified at risk are provided with additional support to succeed at school. Meetings and discussions with teachers and parents confirm students willingly attend school and participate in the full range of educational experiences. Indicative of this is the comment of one mother on how, in the previous two years, her daughter had changed from being a reluctant school attendee to now being very enthusiastic to attend school and improve her school grades.

The Principal and executive team have developed the 'Student Performance Monitoring' template that outlines the process of collecting and analysing student performance data. This template defines for the duration of the school year, roles and responsibilities, timelines, the type of data to be collected and recommendations from that data for monitoring student performance. The data and information gathered throughout the year is then used by curriculum leaders and teachers to prepare operational plans for learning areas and classroom teaching plans.

The college has implemented strong planning processes to improve student learning outcomes based on data collection and analysis. Improvement in most learning areas is evident. There is acknowledgment that further improvement is necessary. The college, with the support of the Board, is implementing strategies to give all students the opportunity to improve their learning. The school community is informed of overall student performance and there is anecdotal evidence that the confidence levels of parents in the college is increasing.
School Performance—Quality of the Learning Environment

*How well has the school performed in creating an environment that promotes learning and wellbeing for all students and the attainment of the school vision?*

The Board and staff established the vision, mission and values for the college in 2011. These included a vision of the school as a centre of excellence and for lifelong learning. The college seeks to celebrate excellence in teaching and learning and to embed the values of *Excellence, Respect and Commitment.*

The amalgamation of the two schools and becoming an IPS presented the opportunity to develop, through the Business Plan, a focus area objective: ‘A school culture built on the foundation of care and respect in all college practices’. The school-shared ethos, culture and embedding of the values is developing across the two campuses of the college as evidenced in discussions with staff, parents, students and the Board.

In response to the school’s context, the continuing development of pastoral care has been critical to achieving an inclusive learning environment. Evidence sourced during meetings indicated sound processes were being developed to cater for student needs, especially in Year 8/9, with a strong focus on responding to individual learning needs. The Business Plan focus area of *School Culture and Ethos* provides a whole-school focus on the development of standards to support a learning culture.

The strong student services team has staff displaying a wide-ranging skill set suited to providing targeted support for students at risk. The team has taken an individual case management approach characterised by the development and ongoing monitoring of individual education plans (IEPs). This has been supplemented by a strong focus on intervention strategies to enable students to participate in learning. The different strengths of staff members have been utilised effectively to meet the needs of the many at-risk students. The team has introduced a range of support strategies and learning programs to meet the academic and social needs of students. Survey feedback from students identified their confidence in the work of the student services team.

The development of quality services and support strategies to assist students in meeting the challenge of achieving success in learning and in managing their social environment is commended.
Evidence of the success of intervention programs and the developing school culture can be found in the targeting and tracking of students through student performance monitoring. This process tracks student progress, pathways and identifies less-than-expected performance across the whole school by school leaders and teachers. This ranges from teacher identification at a subject/course level to ATAR students and VET students not meeting expectations. The reviewers affirm the strong focus on intervention strategies to support and enable students to participate in learning.

Evidence of these strategies is found in the implementation of the Mind Matters program in Years 8 and 9 making a major difference to support the development of a culture of respect and care for the individual. Review of the program has demonstrated it has provided students with the knowledge of the range of support mechanisms. Feedback indicated 84% of students were aware of the support available to them. The approved specialist program - Surf Science, the App program, the Robotics STEM (Science, Technology Engineering and Mathematics) project for academically able students, assists the school in meeting the academic and non-academic needs of all students.

The college has a Good Standing policy that seeks to improve engagement of students in learning. It focuses on developing and rewarding appropriate behaviour, the wearing of school uniform and meeting academic requirements. Application of the policy has supported the development of a positive and respectful learning environment resulting in significant reductions in suspensions in 2013 compared to 2012 and an overall reduction in physical assault cases. The college has also demonstrated achievement of its 2013 target to increase the number of students gaining the advanced standing target of 15% (16% achieved) and good standing in Years 8–12 target of 30% (73% achieved).

The college is supporting and monitoring a group of 30 students at educational risk in the senior school. The Participation and Career Education (PACE) group is acknowledged by the school as a work in progress aimed at improving the engagement of these students.

The integration and amalgamation of the two campuses has been a major focus for the college, particularly in being mindful of the impact of developing staff alignment and identifying staff strengths and deployment across both sites. The college leadership has focused its efforts in promoting the amalgamation to ensure consistency in planning processes, ensuring subject rigour and in achieving a balance of experience and expertise in curriculum delivery. This
work also includes the integration of non-teaching staff into the planning. The reviewers affirm the necessity of the processes to ensure effective amalgamation and note that the evaluation of key strategies to support student learning has proceeded while focusing on the amalgamation.

Very strong partnerships have been developed and continue to be strengthened. This is an evident and clear focus for the Board and the college executive in supporting student access and learning while providing marketing opportunities for enrolments. Partnerships with Curtin University, developed from a board-initiated project, provide the Uni-Ready program supporting alternative entry modes to university. The App program with Curtin University plans to enrich student abilities, provide academic extension and facilitate more effective college communication with parents, staff and students. Also, the Marine Science Centre at Dawesville utilises volunteer community groups to support the delivery of the Surf Science Program, marine studies and outdoor pursuits.

The Board has been proactive in engaging the community. The Board’s marketing strategy has involved a focus on communication with prospective parents through open days, press releases, web page and social media information. The college has conducted informal surveys at parent evenings and student surveys that provide useful feedback on teaching and learning. The information on student feedback appeared in the 2013 Annual Report. The college indicated that it needed to develop a communications strategy for parents to increase their engagement with the college.

It is recommended that strategies be developed to engage parents in the life of the college, encourage their participation and determine their levels of satisfaction with its direction and operations.

The college has been successful in developing and implementing strategies that support student learning and meet the needs of all students. The development of a strong pastoral care approach has ensured that students in need of support for access and differentiation of the curriculum at all stages of the continuum are catered for with appropriate programs. Student feedback has supported the enhanced learning environment and targeted strategies that support learning, wellbeing and align with the college ethos and culture.
School Performance—Sustainability

How well placed is the school to sustain and improve its performance into the next planning cycle?

Creating a sustainable college environment that focuses on improving student learning has provided some challenges for the college. Since 2011, leadership has changed at the time of amalgamation and again at the end of 2013. For 2014, there is an acting principal in place and decisions are still to be made about a formal selection process for the position to replace the substantive principal who is taking on other duties. The College Board is also undergoing leadership change with the Chair retiring from the position during this year. The Board has a succession plan in place to fill the position.

The structure of the distributed leadership model provides a sound basis for the college to sustain an improvement agenda. The school executive team has focused on issues surrounding the development of one school structurally from a human services perspective and also in developing a single-school culture as part of the amalgamation. The use of IPS flexibilities to develop management strategies and single-line budgeting has also been a focus in developing a sustainable resource model. Evidence from leadership, staff and the Board indicates the embedding of a common vision and school culture is progressing.

Evidence was presented through documentation and discussion that indicated a strengthening of the leadership team responsibilities and independence. While still developing, it was clear to the reviewers that leaders at all levels were well aware of their role in meeting obligations and the outcomes of the Business Plan. The developing models of distributed leadership also focus on the need to maximise staff capacity to manage the transitions within the college and develop an understanding of the link between the Business Plan, Operational Plan and classroom practice.

Self-review processes and student performance monitoring are becoming embedded in school practice. The development of a Year 7–12 College from 2015 with a consistent self-review methodology and planning to meet student needs is well understood by leadership and staff. The college’s direction to develop rigorous self-review of learning area data and the development of strategies to link learning area targets, classroom practice and teacher reflection are affirmed as being consistent with good practice.
The school provided information in its self-review that highlighted areas of concern needing to be considered in future planning. The necessity to close the gap between its performance and that of comparable schools is of critical importance to the success of the college. Indicators of less than expected performance in NAPLAN, ATAR, VET completion and anticipated outcomes from OLNA suggest strongly that improving student learning is a key outcome of future planning. The college has responded to its self-review analysis in its recommendations, which include:

- further development of a niche focus in science, mathematics and ICT
- a VET strategic plan to increase achievement of Certificate II to align with WACE requirements for 2016
- a comprehensive ICT Plan
- a numeracy plan to improve performance in NAPLAN
- a plan to manage Years 7–12 enrolments
- plans to develop excellence and add value across the college.

The college confirmed that future learning area plans will have a strong and visible focus on improving student learning outcomes across Years 7–12. The emphasis of the plans will be to improve literacy and numeracy performance and add value to ensure students have the capacity to access appropriate programs for success in the senior school years.

The Board plays a strong role in setting the college’s direction through the development of strategies and policy. It maintains oversight and monitoring of school and student performance, business planning and finances. This was in evidence during attendance at a Board meeting and through documentation that supported the Board’s operations, including the operations of its sub-committees, each linked to one of the goals for the college. In progressing the IPS initiative, the Board plays a strategic role in the college, producing its own annual report, carrying out a performance management review with the Principal, initiating programs, developing relationships with partners, seeking sponsorships and reviewing its own performance. It has a stable membership of well-credentialed community members able to offer their expertise and services in support of the college.

The Board is commended for the strategic and proactive role it plays in providing direction and oversight for the college and in supporting the college’s vision to be a regional centre for excellence.
John Tonkin College, having progressed the integration and amalgamation of the Mandurah Senior College with Mandurah High School, is well positioned to be able to sustain and improve its performance. It has managed the transition to a two-campus school with the human and financial resources available to it and with the support of strong partners and leadership of the Board. It is now in a position to progress planning for improved teaching and learning and build the transition while focusing on those areas in need of further development.
Conclusion

John Tonkin College has made significant progress in meeting its commitments as stated in the Delivery and Performance Agreement and achieving the objectives as outlined in the Business Plan.

Meetings with students and parents indicated the college provides students with improved opportunities to achieve the best learning outcomes. The college has created a caring environment that welcomes and supports all students.

The college has used data analysis to identify areas where student learning has been lower than expected. This analysis has been used to formulate learning area plans with specific goals for student improvement. NAPLAN results indicate students are underperforming as compared to like-schools although the gap is narrowing.

The process of amalgamating two schools to establish one college with a common aim, shared vision and ethos has been challenging and ongoing. The Board and college staff are collaborating to develop and implement processes that are achieving the objectives as outlined in the Business Plan.

Commendations

The reviewers commend the college for excellence in the following areas:

- its efforts to create one school with a common vision and ethos: the college is achieving success in establishing one culture with consistent teaching and learning practices on all sites
- the School Self-Assessment framework: the framework includes: targets explicitly written in terms of student outcomes, academic and non-academic; judgements made on the extent to which targets have been achieved, and an analysis of the data that includes recommendations for future action
- developing the VET strategic plan with a clear focus and target on student achievement and a framework that will enable all stakeholders to work together to improve student learning outcomes
- developing quality services and support strategies to assist students in meeting the challenge of achieving success in learning and in managing their social environment
the strategic and proactive role played by the Board in providing direction and oversight for the college and in supporting the college's vision to be a regional centre for excellence.

Areas for Improvement

The reviewers identify the following areas for improvement:

- develop strategies to engage parents in the life of the college, encourage their participation, and determine their levels of satisfaction with its direction and operations
- continued development of future learning area plans for the college that have a strong and visible focus on improving student learning across Years 7–12.
Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by John Tonkin College as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.

John Iacomella, Lead Reviewer
15 May 2014
Date

Kerry Usher, Reviewer
15 May 2014
Date

Richard Strickland, CEO, Department of Education Services

Date