



Government of **Western Australia**
Department of **Education Services**

John Tonkin College

2017

Review Findings



**Independent Review of
Independent Public Schools**

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School and Review Details

Principal:	Ms Kim Savins
Board Chair:	Mr Rhys Williams
School Address:	Tindale Campus: 35 Gibla Street, Mandurah 6210 MET Campus: Education Drive, Mandurah 6210
Number of Students:	1020
ICSEA¹	964.00 [7]
Reviewers:	Mr Lindsay Usher (Lead) Ms Margaret Banks
Review Dates:	20 and 21 February 2017
Initial Review Year:	2014

Purpose of the Review

The purpose of the Department of Education Services review is to provide assurance to the principal and school community, the board, the Director General of the Department of Education and the Minister for Education and Training of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

¹ The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.
http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal forwarded the school self-review conclusions to the Department of Education Services one month prior to the commencement of the review.

The Department of Education Services reviewers supplemented the information provided by the principal 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's School Performance Monitoring
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (achievement, progress and engagement)?

John Tonkin College has undergone significant adjustments since its establishment as a Years 8–12 college in 2012 on the amalgamation of Mandurah Senior College (Years 11 and 12) and Mandurah High School (Years 8–10). Over the past five years the board and staff have been focused on accommodating the movement of Year 10 students to the senior secondary campus, integrating the Year 7 cohorts and building a new culture and shared direction for the two campuses. Operating across two sites, students in Years 7–9 at Tindale and Years 10–12 at Mandurah Education and Training (MET), has ongoing challenges including: timetabling; staff time spent commuting between sites; additional funding required; and in working together as one school.

Conversely when asked by reviewers, students and parents indicated satisfaction with the benefits afforded by the school operating on two sites. Mandurah has a wide choice of both private and public schools and following amalgamation, John Tonkin College placed importance on improving lower school enrolments. The school capitalises on the unique educational opportunities available in Mandurah through its proximity to ocean, estuary and river through the surf science program and marine and environment studies. Student enrolments have fluctuated but are now trending upwards.

Findings

- The Business Plan 2015–2017 has provided the school with a clear framework for improvement. Key strategies identified in the plan have been adopted in the learning area, literacy, numeracy and class plans. The four priorities of Teaching and Learning, Strong Relationships, Engagement and Sustainability were collaboratively formulated by the staff and consequently owned and implemented. What had been identified in the business plan as targets were generally strategies. However, several student improvement targets on participation and performance standards of students in Australian Tertiary Admission Rank (ATAR) and Band 8 National Assessment Program—Literacy and Numeracy (NAPLAN) were included along with attendance and behaviour targets among the strategies.
- The priorities and student performance data have been reviewed annually and reported in the annual reports. In addition to reviewing plans, discussion with the executive team, heads of learning areas, coordinators, teachers and some board members confirmed the business plan was central to planning, actions,

professional development learning for teachers and the general operations of the school.

- Responses to the two recommendations of the Department of Education Services' 2014 Independent Review Findings Report were included in the strategies and performance measures of the Business Plan 2015–2017.
- It was clear from documentation and teacher interviews that learning area plans had 'a strong and visible focus on improving student learning'. Further, the implementation of the Advancement Via Individual Documentation (AVID) program with associated professional learning and coordinator support has been key to the successful implementation of '...a consistent approach to teaching and learning is embedded within all learning areas'.
- A range of successful strategies has been applied to 'engage parents in the life of the college, encourage their participation and determine levels of satisfaction....' As indicated in the performance measures, the college had monitored parent attendance at college events, feedback on parent nights and conducted surveys. Parents interviewed indicated positive interactions with the college and significant opportunities to engage with individual teachers, leaders and attend year group and whole of college events. The parents praised the college for its recent whole of college and parent event 'picnic under the stars' showcasing teaching and learning, programs and student performances.
- The business plan is available and easily located on the college website. Annual reports reference the business plan when reporting on the college's progress and achievements for the past year.
- It was evident that the business plan was used effectively to drive improvements in the priority areas across the college. It is student focused and utilised evidence-based strategies and has provided the foundations for consistency of approaches to teaching and learning. Greater clarity in academic and non-academic improvement targets in the next business plan is acknowledged as being critical to the success of the college in its community.

Areas of strength

- Ownership of the business plan by teachers and hence application of strategies into classroom practice with the guidance of learning area and operational plans.

Area for improvement

- Specific measurable targets based on the analysis of student performance data, are used in the next business plan to inform the achievement of strategic improvement priorities. Target setting resulting from analysis of student performance data to be central to a strategic approach to improvement across the school and be more clearly specified in the next business plan.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (achievement, progress and engagement)?

Findings

- In 2016, 97 students (88.2%) achieved a Western Australian Certificate of Education (WACE) meaning breadth, depth, achievement standards including minimum literacy and numeracy, were met. This percentage has fallen from 98% and 99% respectively from the previous two years. However, the inclusion of the minimum literacy and numeracy standard in WACE for the first time in 2016 has also resulted in a reduced percentage of students achieving WACE for many schools. The WACE data for this year sets a new improvement benchmark for the school.
- Of concern is the low percentage (26.5%) of students with an ATAR and the decline in performance standards. Of the 113 eligible, Year 12 students in 2016, 30 achieved an ATAR with a median of 59.65. The Median ATAR in 2015 was 65.5 and in 2014, 75.4. The school attributed the decline in achievement to a change in backgrounds of students attending the college since the amalgamation. Reviewers were also advised that expectations of students to remain in ATAR courses, even when provided with evidence they were not meeting the requirements and were counselled to change their program, had lowered the outcomes for that cohort of students.
- Achievement in vocational education showed significant improvement from the previous year with 100% Vocational Education and Training (VET) attainment for the cohort and Top 50 status. In 2016, 75.4% (101) of students in Years 10–12 achieved a Certificate II or higher. It is noted that 25 students gained Certificate III or higher. In 2014, 72% of students achieved a Certificate II or higher but fell to only 54% in 2015.
- The NAPLAN data for Year 9 in reading and writing has indicated an improvement in 2016, from a downward trend over the past few years. Reading and writing for Year 9 is at the same level as like-schools. Spelling has flat lined, while grammar and punctuation has shown improvement but both scores remain below like-schools. Of concern is Year 9 numeracy scores, showing no sign of change with average scores around 555 or below between 2012 and 2016, while like-school scores have climbed from around 570 in 2012 to above 580 over the same period.

- For all areas of NAPLAN, the school has demonstrated 'value adding' in 2016 with higher progress than in the previous three years but data still shows low achievement for students tested in Year 7 and again in Year 9 when compared with the same longitudinal data from like-schools.
- The college attributed improvements in literacy to the adoption of AVID and the take up of improvement strategies by the English learning area. The college explained the challenges remaining in numeracy are partly due to a high turnover of staff in the mathematics learning area.
- The attendance rate of 82.2% when compared with like-schools, 86.6% and Western Australia Public Schools 87.7% is of concern. In particular, reviewers noted the regular attendance level at 44.4% against 57% for like-schools and 62% for Western Australia Public Schools. With an exception of Year 7 students, attendance rates have declined over the past three years especially in Year 12 and low rates of regular attendance on the MET Campus remain a challenge for the school.
- The staff at MET manage the process of liaising with the Department of Education participation officer for students (up to 50 at the commencement of the year) requiring transfer from enrolment at the college to an alternate program such as Fairbridge or a Curriculum and Reengagement in Education (CARE) School. The non-attendance of these students contributes to well below expected attendance data.
- It was not evident to reviewers that differentiated curriculum plans and strategies were widely utilised or adopted to meet the needs of students requiring extension to their learning or students with learning difficulties. Students with a disability are supported by education assistants. The school recognised this was an important matter for professional learning of teachers and has appointed a Level 3 program coordinator—teaching and learning support to enhance teacher development.
- The principal has implemented a structure with two assistant principals, one on each site, responsible for the monitoring of progress of all students, cohorts, groups and whole of college. The responsibilities include analysis of relevant data and evidence gathered from outside the college such as NAPLAN and WACE data and within the college such as teacher judgements. The associate principals work closely with heads of learning areas and year and other coordinators to consider college and class responses to issues. Responsibilities then flow on to teachers and relevant support staff working with students. In a reverse way, information is passed from teachers up the line as a means of monitoring the learning and student progress.

- The college has a comprehensive data analysis plan and demonstrated application of this plan to monitoring and analysing data across learning areas. Student performance is closely monitored and any indication of a student not performing as well as expected, immediate consultation and counselling begins with the student, and where appropriate parents, to identify and remediate issues.
- It was noted during discussions with staff there was significant variation by teachers in their use of available data to inform their knowledge of students, pedagogy and classroom management. While the school is working towards consistency in processes such as notetaking, through AVID, consistency in the use of evidence and data is an important improvement strategy to be adopted.
- The implementation of AVID across Years 7–9 has focused the professional development of teachers on consistency and capability and has been the driver of instructional decisions. This program requires formal accreditation including monitoring of implementation.
- One comprehensive student achievement target focused on academic standards of ATAR students. Performance measures for the school are focused on activities, plans being developed such as a VET plan, a surf science plan and literacy and numeracy plan. It would be reasonable to have measurable targets included in these plans to be able monitor progress and determine success in achieving goals.
- The executive and leadership teams were clearly focused on students, evidence of performance and ways to improve the performance of faculties, year groups and the whole of college. Expectations of high standards was clearly documented in plans. Annual reports cite a range of achievements for individual students in subjects, courses, competitions, clubs, productions and awards indicating the valuing of academic and non-academic achievement at the school.
- Staff demonstrated an enthusiastic commitment to the surf science program ensuring authentic learning opportunities in the community. Students participating in this program are enthusiastic and highly motivated to achieve high academic standards.
- A non-academic target 'data on student behaviour demonstrating high level of learning and a stronger capacity to resolve issues' was monitored and progress is ongoing.
- One of the values of the college is Commitment: taking ownership for choices and responsibility to achieve goals. The school applies this value to their

approach to student pathways. Students are supported through counselling and Morrisby Testing in Year 9 to develop an individual pathway plan to ensure each student is set for success. Resources are invested into these processes to assist students to follow a flexible pathway to a post-college destination. Evidence was not provided on the post-college destinations of students or the pathways chosen by students. Labour market data for Mandurah indicates high youth unemployment, providing a challenge to the college in assisting students with transition to work, training or university. The number of students engaged with the participation unit is a factor for consideration by the school.

- The college provided evidence through documentation and discussions with teachers and the leadership team that the school has implemented strategies and developed a culture where teaching and learning are at the centre of school improvement. The implementation of AVID, with support provided through an AVID coordinator, is improving pedagogy. Analysis of data and planning throughout the college has assisted teachers to focus their teaching strategies and achieve greater consistency of approach for students.
- A consistent process for performance management based on the Australian Professional Standards for Teachers is being implemented for teachers. The process has been redesigned and assists teachers to address pedagogical practice. The staff development plan addresses whole of college professional learning for the priority areas.
- The college has adopted the strategy of AVID to inform teaching and classroom pedagogy. The research basis for the decision to select the program was not provided other than by observing the program in a nearby school.
- Since the amalgamation the focus has been on management of change, including a change of principal, board members and heads of some learning areas, and foundational work for a unified college culture.
- In place now are college structures, programs and strategies focused on student improvement. The established structures of executive and leadership teams are a strength to be maintained to ensure planning, monitoring student performance and progress of the college continues with a focus on students. The college demonstrated its commitment to AVID and plans to continue the roll out to all teachers and all year groups. The roll out of the program is completed for the middle years' teachers and is commencing in Year 10.
- Reviewers received significant feedback from staff and the school board on the difficulties of working across the two sites and gained an impression the associated challenges dominate discussions. It is unlikely that the matter will be resolved in the near future and until such time as it is, it is necessary the college

avoids the distraction and focus its attention on improving student performance across both campuses.

- Of concern to the college is the decline in ATAR performance with some improvements in NAPLAN reading and writing but performance below like-schools in other NAPLAN areas. Foundations have been laid to empower students in Years 7–10 to be responsible for their own learning and to develop consistency in teaching and learning strategies.
- Lack of consistency by teachers in the use of available data from the college tracking system to provide performance information, adjustments to learning and background information to support classroom planning at an individual and class level is an area of concern and acknowledged by leadership.

Areas of strength

- The strategic planning and development of the VET team resulting in 100% attainment in 2016 for students in VET and Top 50 school status.

Areas for improvement

- All teachers access and use available data to gain knowledge of students' backgrounds for classroom planning and delivery.
- Strategies to address the decline in the performance of ATAR students to meet standards at or above like-schools. Whole of college strategies to improve spelling, punctuation and grammar be implemented with targets for improvement in Year 9 NAPLAN data.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- The college has a cycle of self-assessment and processes for planning for improvement. It includes analysis and review of student performance data. Teachers work in their learning areas, supported by heads of departments to implement curriculum requirements, use common assessment tasks and monitor students' progress. Learning area plans link to the business plan and are directed at student improvement. Heads of learning areas lead their staff in using common assessment tasks and online School Curriculum and Standards Authority information and moderation of teacher assessments.
- Evidence provided to reviewers during discussions indicate teachers monitoring processes are variable. Teacher judgements about student performance is also acknowledged as an area of concern and requires attention. Reviewers were provided with a range of perspectives from teachers on the access to, use and collection of data within their own classrooms. It appeared the data use and application to support students ranged from comprehensive to very little.
- A plan for monitoring student progress identified grades, behaviour, attendance, NAPLAN, Online Literacy and Numeracy Assessment (OLNA), AVID and transition data as elements of the monitoring process in middle schooling.
- Documentation and discussion with the leadership team verified detailed analysis by the college of all ATAR, WACE, VET and NAPLAN data. Learning areas conducted further analysis. The learning area reports varied in scope and emphasis on student data. The English learning area showed a strong orientation to the analysis of student performance, processes to compare performance with other schools and implementation of strategies also being monitored for effectiveness. This could serve as an exemplar for other learning areas.
- The annual reports reflected progress of the college priorities and reported student data, survey results from parents, staff and students but without an indication of how it intends to respond to negative data/findings/statements.
- The Department of Education Services' 2014 Review Findings Report was placed on the website and used to inform the next business plan and college practices.

- The college has comprehensive plans for data collection and analysis. The executive and learning area committees provide a structure with specific roles and responsibilities related to monitoring the performance of students.
- The principal, associate principals and heads of learning area work collaboratively and have responsibilities for detailed analysis of data, the findings of which are shared with teachers to inform their plans, strategies and expectations.
- Monitoring of each student by year coordinators in middle years and academic counsellors in senior years with follow up measures, ensures all students and parents where appropriate, are informed about progress, especially in relation to pathway choices.
- While plans, systems and processes have been implemented to ensure sound monitoring of student performance, moderation of judgements and teachers have the skills to use the data in the most effective way the outcome is variable and dependent on full staff engagement with established processes.

Areas of strength

- The development of a leadership model that has the potential to improve staff accountabilities and drive improved teaching and learning.
- Leadership by the principal and associate principals in managing the diversity of practice and to establish common frameworks of pedagogy and administration to provide consistency and clarity to the task of improving student learning.
- Comprehensive reporting of students' performance in self-assessment documentation and in the annual report to the community.

Areas for improvement

- Processes are put in place to ensure consistency of practice in the analysis of performance data by staff, the use of the analysis to inform classroom planning and achievement of planning targets and ensuring teachers are accountable for student outcomes in the performance management process.
- Extend processes to support and improve teacher judgements and moderation of standards through further professional learning, collaboration and external interactions to develop consistency and improve understandings in the assessment of learning outcomes in teaching and learning.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- The college is in a development phase in providing programs to meet student needs. It has developed and expanded programs over time that appeal to parents and students because of high interest levels and potential learning outcomes that promote senior secondary pathways to University and TAFE.
- A well-developed Pastoral and Community Education (PACE) program for those students in years 7–9 demonstrating aspects of at risk performance and potential disengagement from mainstream schooling and resources and support for Aboriginal students through Follow the Dream and Indigenous mentoring programs is a feature of the college.
- The physical division of students is a barrier to whole of college program development but the implementation of the Positive Behaviour Support initiative has the potential to provide a seamless approach to managing key social and behavioural issues for the college related to student behaviour, attendance and consistency of practice between staff and across campuses.
- Education programs delivered at the college are in accordance with the *School Education Act 1999*, *School Education Regulations 2000* and the *School Curriculum and Standards Authority Act 1997*.
- This is exemplified in the implementation of the reforms to WACE in 2015/16 and a strong focus on academic monitoring in senior school and now middle school. The college is aware that their counselling for courses for students attempting ATAR subjects needs greater intervention to ensure successful pathways for students and to prevent unrealistic options being exercised with poor student outcomes.
- Additionally, whole of college literacy and numeracy plans and a realisation by students of the importance of success in OLNA following staff intervention, has resulted in greatly improved performance both at Year 9 pre-qualification level and in subsequent attempts for qualification.
- In the middle school the surf science program offers pathways for students to engage in enrichment and specialisation of the curriculum to raise student expectations and provide meaningful and challenging learning activity.

- The PACE program provides differentiation to the curriculum to meet the needs of students who require a more targeted approach to manage their literacy and numeracy, social skills and resilience.
- Students and staff provided assurances about the level of care shown for their safety and there was additional evidence that the college is proactive in managing the wellbeing of students. This included intervention with an offsite attractant located near the senior campus that encourages students to participate in unhealthy eating practices and influences attendance. The college uses an offsite facility for marine studies and the surf science program with the wider Peel Estuary as another key learning environment. Appropriate safeguards appear to be in place to ensure student safety.
- Onsite safety is mainly concerned with the management of behaviour with school practices based on positive engagement, advocacy and building resilience having a positive impact on the rates of suspension and overall behaviour in 2016. Staff expressed concerns about a small number of students whose lack of engagement in schooling manifests itself in behaviours that may impinge on the safety of staff and students. The college utilises external agencies and CARE schools to re-engage students in education where possible and provided evidence of dysfunctional backgrounds and a lack of parental support for these students and their future as key mitigating factors working against any strategies to provide education.
- Leadership and staff acknowledge that there is still a considerable gap to be filled and the implementation of the Positive Behaviour Support (PBS) program in 2017 is planned to support the development of a continuing focus on improving engagement and the learning environment.
- The distribution of responsibilities between members of the college executive has the potential to ensure that day to day management is appropriately apportioned to provide a seamless approach and better understanding by all staff of areas of responsibility and reporting.
- The role and site responsibilities prescribed between associate principals; and, additional time given to heads of learning area (HOLAs) with the expectation they will have curriculum, behaviour management and performance management responsibility are indicators of a more cohesive response to the college's identified issues.
- Key responsibilities are also shared between a range of coordinators with responsibility for programs and processes that provide oversight of performance and improvements to teaching and learning.

- Parents, students and staff interviewed responded positively about aspects of the college's culture and the safe learning environment. However, 2016 satisfaction surveys provided evidence of considerable disparity between parent, staff and student views of the college:
 - 39% of students believe that they are treated fairly. (staff 85% parents 70%)
 - 44% of students believe they are safe at college. (staff 63% parents 75%)
 - 36% of students feel they can talk to their teachers. (staff 83%)
 - 14% of students believe that behaviour is managed well (staff 30% parents 61%)
 - 29% of students found their teachers to be approachable and interested in them
 - 54% of parents strongly agreed that 90%+ attendance was important.
- The survey result in which less than half the staff would recommend the college to others may be attributed to a range of factors including: the split site and timetabling issues; and, some staff being reluctant to teach and connect with lower school students. In discussion with staff a small percentage voiced their concerns on these matters and may well be influencing others in sharing concerns. The reviewers noted the strategies employed by leadership in positively responding to concerns from staff. The development of a positive whole of college culture and ownership of the college by staff, students and parents is a necessary future step that may lead to a more cohesive and inclusive environment that values the wellbeing of all.
- Processes for the management of key issues such as behaviour and attendance require further action by all staff. Evidence provided in interviews suggested that staff consistency in practices such as attendance register marking and general staff engagement in supporting school initiatives is variable.
- It is acknowledged that the PBS program may go some way towards improving student perceptions and wellbeing. It would be beneficial if the program could assist in supplementing existing thinking to provide a more student-centred focus to the college culture. The current national and state emphasis on safe school environments to support a safe, supportive and respectful teaching and learning community that promotes student wellbeing should be considered as a part of strategies to improve student, staff and parent perceptions.
- The review process provided information from multiple sources to suggest that the college is developing practices that would ensure greater immersion by staff

in collecting evidence and making judgements as to the efficacy of teaching and learning and program delivery. It is necessary to develop a culture of ongoing evaluation of the success of programs, based on clearly defined expectations of intended outcomes, to ensure the continuation of those programs improving teaching and learning and successfully meeting student needs. This is particularly important for key programs delivered by the college including the surf science program but can be extended to the monitoring of school practices against the Aboriginal Cultural Standards Framework.

- The college has in place quality programs at both ends of the spectrum to meet the diverse needs of students. It is relying on developing consistency and improvement in the quality of pedagogical practice to ensure that students in the middle in Years 7–10 can benefit from greater engagement in their own learning.
- The organisational structure of the college has been enhanced to ensure greater engagement and accountability by staff in delivering improved student outcomes.
- Student and parent apathy plays a large role in attendance and behavioural issues that are major barriers to an orderly school environment, engagement of students in productive pathways and the maintenance of a positive college culture.

Areas of strength

- The surf science program that has expanded to offer a greater number of students access to challenging studies and provided the school with a positive profile in the community.
- The number of Aboriginal students actively engaged and supported in programs suited to their needs that provide them with realistic pathways and post-college options.
- The VET program for successfully engaging students in productive pathways to post-college options that provide meaningful opportunities for further training and work.

Areas for improvement

- The further development of a student-centred focus and college culture that empowers students, imparts a sense of belonging and is characterised by strong relationships, engagement, support, respect and high level care.

- Whole of college support for and staff engagement in program implementation and administration to reduce behavioural incidents and re-engage students in regular attendance.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- Resourcing following the amalgamation of the college on two campuses has focused on dealing with the staffing issues created by the split sites. In 2017, leadership has resolved ongoing issues regarding timetabling and travel for staff needing to operate on both sites. It has also used considerable resources to establish and maintain dual leadership and administrative positions to ameliorate workplace issues and enable the delivery of the teaching and learning programs for students to be maximised. To further enhance student learning, considerable funds have been applied to upgrading technology across the college and has been supplemented by the Bring Your Own Device program.
- The college has been able to fund extensive professional learning to advance the AVID program and ensure its implementation. In addition, the college has been able to develop extensive literacy and numeracy plans to support improved teaching and learning.
- As evidenced by reviewers, the college has expended considerable funds on updating the facilities on the Tindale campus to bring classrooms to a good standard in keeping with the higher expectations in performance.
- The workforce plan contains five priorities to manage present and future resourcing issues. They include strategies to ensure that the staffing profile is managed to meet the financial requirements of the Student-centred Funding Model, developing leadership positions and retaining strong leaders, succession planning, managing long service leave acquittal and reducing sick leave rates.
- Evidence from discussions indicate that budget management is a key issue for leadership and the board with the likely out turn dependent on the provision of split site funding.
- Leadership positions have been created on both campuses often as mirror positions to ensure that leadership is across key operational areas such as student services. Additional responsibility for leadership by HOLAs has been funded to allow time for curriculum planning and development, performance management of staff and management of student behaviour.

- At the time of the review, budgets for 2017 were in a draft phase with the outcome dependent on successful submissions to recognise the additional funding impost of having two campuses five kilometres apart. While program funding for the year is unlikely to be affected, leadership acknowledges that staffing and facilities upgrades may be an area requiring adjustment should they not be successful.
- There is considerable uncertainty regarding the success in meeting expectations and understanding by staff of travel and timetabling arrangements for the split site. Leadership change, defined roles and added responsibilities have the potential to make significant differences to teaching and learning for the college. Increased funding for targeted professional learning and a focus on consistency of practice has the capacity to foster pedagogy change and levels of student engagement.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

Findings

- Since 2012 the college board has had a considerable challenge in defining its purpose and role. The challenge has come from the shift in responsibility from what was essentially a board involved in a senior college to being a participant in a change process brought about by the cessation of the senior college and its amalgamation with Mandurah High School with a Years 8–10 enrolment. The transition has not been seamless with the exit of six members between 2014 and 2016 and three board chairs appointed. As of July 2016, the board had five new members and has been in a process of defining its role and formulating a new direction.
- Current membership consists of five community members, two parent members, two staff members and the principal. Of the community members one has been a long-term board member, three are former students in business locally and one has experience suited to achieving a positive image in the community for the college. The community members bring a mix of local business knowledge and experience to the board.
- Formal board self-assessment has not taken place, however, two board planning days occurred with a facilitator to ensure that the board members understood the purpose and function of the board. Formal training is planned and essential given the inexperience of board members in public school governance.
- Board minutes provide evidence of engagement in a range of college level monitoring of performance and involvement in decision-making. Because of the newness of the board they have not had the opportunity to be involved in the endorsement of the DPA but have engaged in reviewing to what extent leadership and staff have met the requirements.
- The 2016 Annual Report is still to be finalised and assurances were provided that board input would be included in the contents and they would have the opportunity for endorsement before publication. Board members have been engaged in the development of the 2017 budget and are aware of the potential outcome of funding submissions.
- There has been considerable board involvement in meetings associated with the Minister for Education's survey and feedback sought on amalgamating the

campuses onto one site. Members are also playing a key role in the review of the role of the Parents and Citizens Association and are considering becoming an incorporated body.

- College performance information has been presented to the board and members are keen to engage in understanding aspects of the data and its impact on the school and student pathways. While not directly involved in parent surveys, board members have been presented with the analysis of parent, staff and student satisfaction surveys for consideration. They have been kept informed about the 2017 independent review and understand the self-review process leadership and staff have undertaken on college performance and the outcomes.
- The board members' relative inexperience in school level governance extends to the concept of community representation. Discussion was held about how the functions and operations of the board could be a part of two-way communication and consultation with parents and the wider community. The college has a positive image in the community and has used opportunities to ensure that its programs and successes are well publicised. Board involvement in the development of the next business plan and in setting a vision for the college are key outcomes articulated by members in discussion with reviewers.
- The board is in a transition phase with new membership and leadership and is developing an understanding of its function, roles and responsibilities. Although largely inexperienced in school governance there is an evident capacity for the development of the next business plan and engagement in vision setting with the college.

Areas of strength

- Board members have a wide range of skills well suited to school governance that will be enhanced by formal board training to understand their functions, roles and responsibilities.

Areas for improvement

- To establish a profile for the board that enables two-way communication and consultation to ensure that their representative role is understood by parents and the wider community.

Conclusion

The Business Plan 2015–2017 was an evolutionary step in the implementation process to bring two schools together as one college on two campuses. While not all targets were achieved, it is noticeable that the areas targeted were key to furthering the implementation process and meeting DPA requirements.

The context of the college is diverse with several factors, including student and parent apathy which reflect on attendance rates and student behaviour that runs counter to the very positive outcomes the school has achieved in engaging parents in the life of the school.

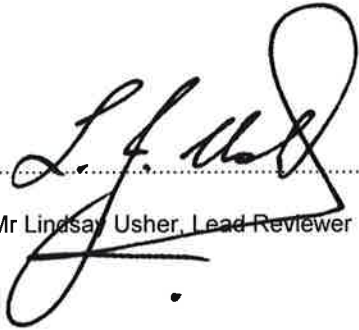
There are signs of improvement in some areas of national literacy assessment and the Top 50 success in the attainment of VET students state-wide. The college has maintained a positive image for its programs such as surf science and has developed curricula and extracurricular activities to promote high level engagement by students in learning. Community involvement and support for teaching and learning through partnerships is a strong feature of the college. Planned processes to support improved teaching and learning through consistent practice and developing self-responsibility for their learning by students are providing evidence to support improved learning outcomes.

The review process revealed mixed messages about the resolution of the split site issue. The views expressed by parents, staff and students who took part in the independent review process are also diverse. The issue occupies a disproportionate amount of time and energy with many staff and the community when the likelihood of any resolution may be years away and it is currently a distraction from the task of building a strong college culture that values improvement in student learning for those students enrolled and those still to come.

Declaration

We confirm the information provided is, to the best of our knowledge, true and correct, based on the verification of the evidence provided by John Tonkin College for the Department of Education Services' review.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Lindsay Usher, Lead Reviewer

25 April 2017

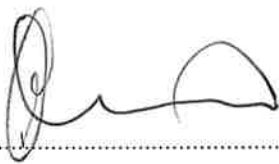
Date



Ms Margaret Banks, Reviewer

26 April 2017

Date



Mr Richard Strickland, Director General,
Department of Education Services

1/5/17
Date

