As a leading Independent Public School in the Peel region, John Tonkin College provides a contemporary learning environment in response to the rapidly changing world around us. Founded in 2012 as a result of the amalgamation of Mandurah High School and Mandurah Senior College, the school is now a vibrant entity operating across two main sites; the Year 10-12 MET (Mandurah Education and Training) Campus on Education Drive and the Year 7-9 Tindale Campus; the college also operates The Marine Centre in Dawesville.

John Tonkin College is named after one of Australia’s longest serving politicians, the late Honourable John Tonkin who was a teacher, Education Minister, Deputy Premier and Premier of Western Australia. He valued fair play, hard work, tolerance, patience and believed in correct and proper teaching that developed good relationships with students.

During the first three years of operation as John Tonkin College, our aim was to establish our identity in the community and to increase confidence in public secondary education in Mandurah. Strong enrolment demonstrates that we have been achieving this and now as we move into our next phase our aim is to provide exceptional and unique high quality learning experiences for our students.

John Tonkin College caters for a diverse student population drawn from the entire Mandurah Region. The needs of our academically able students are addressed through a Specialist Surf Science Program in Years 7-10 which provides extended learning experiences in the field of Marine Environmental studies. A separate Academic Extension program operates for those students who are not drawn to the outdoor experiences of the Specialist Program. In Years 11 and 12 students have a wide range of Vocational Training and University Pathway courses to choose from.

The 2015-2017 Business Plan is underpinned by the John Tonkin College values:

Excellence: continually challenging ourselves to achieve our potential
Respect: for self and others, and the college
Commitment: taking ownership for choices and responsibility to achieve goals.

John Tonkin College aspires to achieve outstanding results for the students of Mandurah. In doing this, we are establishing an aspirational and supportive learning environment where all students have access to programs which can lead them to higher achievement. The school’s Business Plan provides a framework for strategic and operational development over the next three years and reflects the contributions of the motivated staff and Board of John Tonkin College. We are excited about the potential of our students and look forward to assisting them to achieve their goals.
OUR VISION...

Our vision is that John Tonkin College is a unique centre of excellence for lifelong learning. A learning culture of high expectations exists for every student to achieve excellence in their pursuits.

In working towards our vision during the lifetime of this Business Plan, we have established four priority areas. By focusing on these priorities we believe that students at John Tonkin College will have the best opportunities to succeed in fulfilling their potential.

OUR PRIORITIES...

Excellence in Teaching and Learning

Students at John Tonkin College are motivated to achieve their highest standard in a supportive and aspirational environment with access to highly skilled staff and an engaging curriculum. High standards and expectations will exist for all John Tonkin College students, staff and community members.

Strong Relationships

A strong sense of community exists at John Tonkin College which is developed through effective communication, strong relationships and ownership of the college values. A positive tone exists within all layers of the school and is upheld in all aspects of college operations.

Engagement

Strengthening partnerships and programs to improve attendance, participation and achievement in all aspects of school life and raise the profile of public education.

Sustainability

John Tonkin College is future oriented and sustainable by allowing for growth and innovation within a Student-Centred Funding Model. The future of the college is assured through being highly successful and continuing to attract strong community support.
### Targets

A consistent approach to teaching and learning is embedded within all learning areas in Years 7-10

### Strategies and Performance Measures

**We will:**
- Implement a core skills program to provide a consistent approach and explicit standards in Years 7-10 – AVID
- Implement a Year 7-10 Homework program

**Performance Measurement:**
- Student organisation and use of note-making frameworks
- Improved learning outcomes in all learning areas
- Exceptional levels of teacher engagement with professional learning and implementation of AVID

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All staff engaged in core professional learning associated with school priority areas – technology, learning frameworks, action learning, peer observation and feedback, AVID, Vocational Education and Training and application of skillsknowledge gained to improve student outcomes.

**We will:**
- Develop a Professional Learning Operational Plan
- Professional Learning prioritised within Performance Management process
- Professional Learning resourcing increased

**Performance Measurement:**
- Meeting targets as per PL Operational Plan
- Increased participation in relevant professional learning
- Increased professional collegiate interactions and peer support relating to school priority areas

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Vocational Education and Training programs increase in range of Certificate II or III qualifications available to students.

**We will:**
- Incorporate qualification research and targets within the VET Strategic Plan
- Increase staff capacity and motivation to deliver VET qualifications

**Performance Measurement:**
- Achievement of targets as per VET Strategic Plan
- Staff interest and capacity to deliver VET qualifications
- Sustainability of VET qualifications

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Increased percentage of students undertaking ATAR programs with performance at state average or above; with high achievement NAPLAN Band 8 + and all OLNA requirements met.

**We will:**
- Build the capacity and motivation of Years 7-10 students to undertake ATAR studies
- All Year 9 students participate in Morrisby testing and then develop an Individual Pathway Plan.
- Continued high level support and monitoring in senior school years
- Develop a Literacy and Numeracy Operational Plan
- Support Programs including Parent Support program to be developed for students at risk

**Performance Measurement:**
- 70% of students in WACE VET and 30% in WACE ATAR
- ATAR achieve a minimum ranking of 55
- Percentage of students not achieving OLNA in Year 10 to decrease and associated improvement seen in NAPLAN
- Participation in support programs

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Specialist programs in Surf Science and Technology to be highly recognised and valued in the community; to engage students in high quality learning experiences

**We will:**
- Surf Science program to have greater profile in the community
- Develop achievement targets specific to Surf Science students
- Build capacity to develop and deliver a unique Technology and Innovation based Specialist Program

**Performance Measurement:**
- Community knowledge and perception of programs
- Surf Science students selection ATAR Maths and Science courses in Year 11 and 12
- Engagement in community sustainability, environmental and research programs
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<th>Targets</th>
<th>Strategies and Performance Measures</th>
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| Improving trend in workplace satisfaction from teaching and non-teaching staff | **We will:**  
• Provide strong communication in all levels of the school  
• Ensure resourcing allows for a workload that is acceptable within the Student Centred Funding Model  
• Provide leadership opportunities and encourage professional growth  
**Performance Measurement:**  
• Consistent practices and standards occur across the school of which all staff take ownership  
• Staff feedback  
• Engagement levels in school improvement practices |
| Increased parent and community interaction within the school          | **We will:**  
• Encourage parent attendance at regular formal assemblies and P&C Association  
• Provide Parent Information Nights and Open Days  
• Establish an Online Parent Reference Group to give regular feedback about school initiatives and progress  
• Seek parent volunteers to support school programs  
**Performance Measurement:**  
• Attendance at school events  
• Feedback at Parent Nights  
• Formal Survey  
• Engagement in online forum |
| Students take pride in the college uniform and the school environment | **We will:**  
• Maintain rigorous processes in monitoring uniform and standards of the college grounds  
• Uniform Policy to be reviewed every three years for possible changes  
**Performance Measurement:**  
• High standard of presentation at school and in community  
• Incidents of non-JTC logo uniform to decrease  
• Regular post-break inspection of grounds |
| Increased student interaction between the two sites to develop a one-school approach | **We will:**  
• Whole school activities to include Athletics Carnival; School Production; Country Week Assembly and Year 12 Farewell Assembly  
• Lift the profile of the Student Executive group Years 7-12  
• Year Group lunch time and extra-curricular social activities to occur  
• Senior School student mentor program developed and implemented  
• Multi year group specialised camps  
**Performance Measurement:**  
• Regularity of whole school gatherings  
• Participation in school events  
• Student feedback |
| Data relating to student behaviour demonstrates higher level engagement in learning and a stronger capacity to resolve issues. | **We will:**  
• Revised Advocacy program implemented and monitored  
• Student Services programs to focus on positive engagement and building resiliency in a Year 7-12 approach that is embedded within all learning areas  
**Performance Measurement:**  
• Incidents of student withdrawal from classes  
• Incidents of conflict  
• Attendance  
• Behaviour data reflects positive change |
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| Students and parents value attendance, organisation and attainment. | **We will:**  
- Develop an Attendance Strategic Plan  
- Increased human resources in Attendance to improve processes and engage with students and parents  
- Students given explicit requirements in organisation of academic work  
- Monitor student performance to support progress and achievement  
**Performance Measurement:**  
- 90%+ attendance is valued by parents and attendance is at State mean or above  
- Parent and Student Survey  
- Attendance data |
| All Year 9-11 students have a regularly reviewed Individual Pathway Plan outlining aspirations and goal attainment. | **We will:**  
- All Year 9 students to complete Morrisby profiling. Future funding source to be determined  
- Individual Pathway Plans to be implemented and regularly reviewed  
- Career Education Plan in Years 7-10 to be actioned  
**Performance Measurement:**  
- Quality of and value placed on Individual Pathway Plans  
- Student, parent and teacher feedback  
- Student goal attainment |
| Students participate in IT, Entrepreneurial experiences through the Innovation Hub and participate in community and environmental pursuits. | **We will:**  
- Develop a unique entrepreneurial program to run from the Makers Centre in Mandurah CBD  
- Develop partnerships to connect JTC students with successful and innovative people in commerce and industry  
**Performance Measurement:**  
- Participation in Makers Centre program  
- Staff development and ownership of program  
- Innovative concepts developed  
- Community knowledge of program |
| Enrolment trend showing decrease in private enrolments from local intake area. | **We will:**  
- Engage with local primary schools to increase marketing of John Tonkin College at earlier age group and earlier in the year  
- Achieve improved academic outcomes in ATAR programs  
- Increase media coverage leading up to enrolment periods  
**Performance Measurement:**  
- Enrolment rates within local intake |
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| The John Tonkin College timetable maximises use of resources and minimises workplace stress | **We will:**  
- New timetable to be developed for implementation in 2016  
**Performance Measurement:**  
- Staff contribution to timetable development  
- Staff, student and parent survey |
| John Tonkin College is a technologically advanced school with a Bring Your Own Device Policy | **We will:**  
- Technology Coordinator position established to lead professional learning and technology implementation program  
- 3 Year Technology Plan to be developed  
**Performance Measurement:**  
- Level of staff engagement in use of technology in the classroom  
- Uptake of BYOD when implemented  
- Reduced future costs for computer replacement |
| Financial capacity to maintain priority programs and fund high cost asset replacement in future years | **We will:**  
- Sponsorship and grant opportunities to be sourced  
- Reduce operational costs to work within Student Centred Funding Model and maintain Reserve Plan  
**Performance Measurement:**  
- Reduced staffing  
- Funds available for Reserve Plan  
- Funds available for priority programs |
| Tindale Campus building and grounds improvement to occur | **We will:**  
- Continue to lobby the Department of Education for ongoing financial support to improve the conditions at the Tindale campus  
**Performance Measurement:**  
- Funding received to continue upgrading or one site model realised. |
| Reduced water, electricity and paper consumption                        | **We will:**  
- Investigate measure to reduce consumption  
- Set reduction targets which are publicised and reported on  
**Performance Measurement:**  
- Reduction of 5-10%  

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