



John Tonkin College

2018-2020

....writing a story of optimism

Our Vision...

Fostering an optimistic future by empowering our college community to succeed.

Our Values...

Excellence – We aspire to do and be the best that we can and continually challenge ourselves to achieve our potential. We are self-reliant, motivated and contributing members within the community. The staff provide quality teaching, quality curriculum pathways and abundant support for students.

Respect – We understand, teach and model that respect begins with respect for self. We develop a strong sense of belonging at JTC by demonstrating empathy and kindness. We ensure that students see themselves as individual and unique with their own talents and qualities and have a strong sense of self-worth and belonging.

Commitment – We believe in our students and their capacity to achieve their goals. We assist people to discover and pursue their goals and aspirations and to take ownership of their choices and responsibilities. We operate on the premise that perseverance and resilience are essential life skills that can be developed.

Context

As a leading Independent Public School in the Peel region, John Tonkin College provides a contemporary learning environment that is responsive to the rapidly changing world around us. Founded in 2012 through 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.

John Tonkin College is an AVID (Advancement Via Individual Determination) School. This program provides a consistent approach to the teaching of Writing, Inquiry, Collaboration, Organisation and Reading (WICOR) skills. It is designed to give students a platform from which they can attain their goals.

The Department of Education Approved Specialist Surf Science Program is designed to take the learning into the Peel marine environment. It is for highly motivated, physically active and aspirant students who enjoy working as part of a team and challenging themselves. Surf Science students develop a strong understanding of the local environment and lead within the community.

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 General, Vocational Training and University Pathway courses to choose from.

Engagement at school continues to be a challenge for many of our students and attendance rates demonstrate this. Attendance has a significant impact on academic and social development as well as general wellbeing. As a community we will need to work together to overcome this issue.

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 2018-2020 Business Plan was developed and 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 beliefs ...

Our students are growing up in a community that has amazing opportunities and potential for them to lead change now and in the future. They move through their adolescent years gaining confidence and discovering their potential. It is our job as educators to provide a learning

environment where the students are continually challenged to be the best that they can be whilst recognising their individual needs and aspirations.

We acknowledge that every human being is a “work in progress” and most teenagers give plenty of evidence for this. As teachers, we are particularly mindful of the need to be patient, trust-worthy, supportive and forgiving. We establish a safe environment for our students to thrive in, where they are encouraged and feel that they belong.

We challenge ourselves to be better educators; we seek feedback, analyse results and set new targets. Accordingly, we establish a classroom culture that is conducive to learning and where every student makes a contribution. We celebrate positive behaviour and achievement of academic goals. We work in unity with our colleagues to ensure that whole school programs and systems are successful. We work in unity with parents and the community to ensure that our students become positive contributors to our society.



Our Priorities...

We will achieve an improved college culture and strengthened academic outcomes by prioritising the areas of:

Culture

We will strengthen our positive school culture to ensure everyone feels valued as a unique individual and also as a member of our John Tonkin College community. We will foreground that we are one school from years 7 to 12, creating a strong sense of educational purpose for our students to motivate them to do their best and embrace positive academic and social behaviours. A strong focus on student and staff well-being will also underpin our 'high care' culture, as we continue to build a supportive school community wherein people are confident and empowered to reach their potential. A strong voice for student leaders to influence, encourage and promote our values of respect, excellence and commitment will also be a key element of our strategic planning in developing our dynamic school culture.

Instructional and Leadership Effectiveness

We will improve educational outcomes for all students by building staff capacity to collaboratively deliver high quality, differentiated curriculum. Staff will engage in professional learning to develop leadership skills and to embed WICOR strategies to enhance literacy and numeracy skills, ATAR achievement and to promote career aspirations. Students will be motivated, independent learners and will adopt leadership roles to contribute to a positive learning environment. Staff will establish strong, effective relationships with students and parents, and will provide a supportive, engaging learning environment.

Community and Resources

We will maximise opportunities within the Mandurah community that will provide our students with improved engagement and learning experiences. Our students will benefit from the college's strong relationships with parents, community members, business and agencies. These relationships will provide valuable resources in extending the learning beyond the classroom, providing workplace and community experiences, as well as building the college's financial capacity and sustainability. With the support of our community and its belief in the potential of our students, we will continue to improve educational outcomes.



Culture

What we will do....

Implement the Positive Behaviour Support Program across the whole school. The aim of this program is to strengthen the one school culture and keep students motivated to maintain positive academic and social behaviours.

Conduct regular and detailed reviews of attendance, behaviour and wellbeing data and ensure that strategic planning is occurring in relation to the behaviour and wellbeing culture.

Build the student leadership program to ensure that our student leaders have a strong voice in the school and are able to lead student activities that enhance the wellbeing of others.

Establish a Staff Wellbeing Program that is led by staff to support each other and develop regular activities to enhance physical and mental health.

Enhance the transition to secondary school program to provide a structured learning program for new Year 7s that enables them to face new challenges and build strong relationships with others.

Provide additional support for parents of Year 7s to build their understanding of how to support their child as they transition to secondary school and face new challenges in relationship building, managing social issues and developing independence.

Recognise those students and staff that promote the 'high care' culture in all aspects of what they do.

Increase communication and meetings with parents of students who fall below the expected 90% and above attendance rate.

Instructional and Leadership Effectiveness

What we will do....

Establish a Pedagogical Practice Standard that is endorsed and adhered to by all staff members

Set high expectations for staff and students in our presentation, work ethic and classroom environment.

Adopt highly effective Writing, Inquiry, Collaboration, Organisation, Reading(WICOR), Numeracy and Digital Literacy strategies in all areas

Promote career aspirations in all subject areas and establish a Year 10 Work Experience Program.

Establish a standard practice for study in all subjects and utilise AVID Collaborative Study Groups and Tutorology.

Prioritise Classroom Planning based on rigorous analysis of student achievement data and feedback.

Provide extension and remediation programs to support continued improvement in literacy and numeracy.

Build the professional learning community through ongoing sharing of best practice, seeking feedback from students, parents and peers and engaging in highly relevant professional learning experiences.

Create more opportunities for staff and students to develop leadership knowledge and capacity by establishing working groups to operationalize activities, programs and events.

Utilise 360 Feedback for all staff in leadership positions and engage in appropriate professional learning and/or professional coaching to adjust practices where needed.

Establish strong teacher-student relationships in all classrooms by ensuring that students believe that they are valued.

Strengthen programs that offer differentiated, hands-on and engaging learning experiences.

Establish a strategic plan for increasing student enrolment in ATAR courses and improving the median ATAR.

Implement strategies to improve outcomes in Year 9 NAPLAN Grammar and Punctuation, whilst continuing to improve all other areas of NAPLAN.

Community and Resources

What we will do....

Develop a marketing plan that includes an improved website, newsletter and use of social media to enable the community to develop a better understanding of college processes and celebrate achievements.

Establish a Parent Engagement and Participation (PEP) group to provide regular feedback and assist in developing a positive culture.

Utilise the talents of board members and other community champions to strengthen our relationships and opportunities.

Establish a JTC Alumni Program to maintain connections post-school and provide opportunities to make an ongoing contribution to the culture of the college.

Have a role in Transform Peel by ensuring that we provide relevant programs and opportunities for our students to develop the skills needed for the future.

Participate in community events, support local initiatives and seek out opportunities for our students to lead.

Develop a financial strategy that is not reliant on government funding and parent fees and charges.

Invest in additional security and risk communication to improve safety management systems on both sites.

Continue to advocate for the additional funding required to operationalize the split site model whilst continuing to explore the opportunity for a one site build in the future.

Planning and Review Processes

The John Tonkin College Business Plan 2018-2020 is aligned to the Department of Education WA Strategic Plan for Public Schools 2016-2019, The School Improvement and Accountability Framework and the National School Improvement Tool. This plan also addresses the areas for improvement noted in the 2017 Independent Public School Review and ensures compliance with the IPS Delivery and Performance Agreement.

The JTC Business Plan is recognised as a living document that will be continuously reviewed and adjusted throughout its lifetime to ensure that it is always relevant and addressing the areas of greatest need. This plan has been developed through the College Board, with staff consultation and student/parent/community feedback.

Review of the plan will occur through the Principal making regular reports to the College Board, the Annual Report and the IPS Review in 2020.

The Overarching Targets and the Focus Areas will be measured through regular and rigorous review by the college leadership team of a range of data including:

Reporting to Parents (RTP)
NAPLAN and OLNA
VET Attainment and ATAR performance
WACE Attainment
WACE Tracker
Student Achievement Information System (SAIS)
Learning Area Reviews
Student, Parent and Staff Surveys
SIS Behaviour Module
School Psychologist Referrals Report
Vivo Reporting
Student Attendance Reporting
Student Resourcing System Reporting
National School Improvement Tool Review
Annual Report
Program Reviews
Workforce Plan Review
Performance Management Monitoring
AVID Reporting

2018-2020 Targets and Milestones

Target Area	2018 Milestone	2019 Milestone	2020 Target
Attendance – Improved rate of students in the Regular (90%+) category	50%	55%	60%
Attendance – The average rate of attendance is in line with like schools	85%	86.5%	88%
ATAR Performance – Median ATAR performance is comparable with like schools	Median 72	Median 74	Median 76
VET Performance – Maintain 100% Certificate II+ attainment for those eligible for WACE	100%	100%	100%
OLNA Performance – Improve the rate of success in students reaching Category 3 by end of Year 11	Numeracy 85% Reading 90% Writing 90%	Numeracy 88% Reading 92% Writing 92%	Numeracy 90% Reading 95% Writing 95%
NAPLAN Performance – Increase the percentage of students who make progress in the High-Very High range between Year 7 and 9	Numeracy 35% Reading 33% Writing 25%	Numeracy 37% Reading 35% Writing 27%	Numeracy 40% Reading 38% Writing 30%
Behaviour Culture – Increase percentage of students who achieve ratings of Consistent and Often for the Attitudes, Behaviours and Effort in Semester Reports	76%	80%	84%
Leadership Culture – a thriving leadership program will exist that allows students to contribute to the culture of the school and community	Year 7-12 Leadership team meets regularly and builds leadership skills	The 7-12 Leadership team has more autonomy with staff oversight and provides regular reports to the school leadership	The 7-12 Leadership team is self-managing and provides regular reports to the college board