

JOHN FORREST Secondary College

INDEPENDENT PUBLIC SCHOOL



JOHN FORREST SECONDARY COLLEGE ANNUAL REPORT 2020

2020 Annual Report



Our Mission

The enduring purpose of our College is to ensure that:

- Student's progress along a defined learning continuum to achieve the standards expected of them at each year of schooling.
- Students move successfully from John Forrest Secondary College to further education and/or training and/or employment.
- Students develop the social skills and expertise and values to participate successfully in their community.

Our Values

Our core values underpin all dimensions of our college environment. They are embraced and modelled by College staff and are continually promoted throughout the College community. Our core values are:

Respect and Courtesy

- Respect for oneself, others and the College environment.
- Inclusivity, acceptance and care for others.

Aspiration and Endeavour

- Promoting self-belief and efficacy.
- Valuing learning.
- Achieving to one's personal best and full potential.
- Embracing change.

Integrity

- Decency and Honesty.
- Community Responsibility.
- Trust.

Our Vision

John Forrest Secondary College will continually develop and promote a challenging, diverse, inclusive and rich curriculum through a diverse range of quality programs which are relevant, motivating and cater for the needs, interests and aspirations of our students. High achievement will be promoted and celebrated. Students will develop a sense of pride in their own achievement and in their College. Our College environment will be positive, safe and inclusive and the quality of our facilities will continually improve. John Forrest will continue to be a College of choice within our region, recognised for the values we promote; the quality and competence of our staff; and our strong achievement culture.

As Principal and Board Chair of John Forrest Secondary College, we are proud to present the 2020 Annual Report to the College and the broad community. The report provides an overview of both student achievement and significant events that contributed to our College environment.

2020 was a year like no other, with the impact of the COVID-19 pandemic. Whilst the pandemic provided the College community with significant challenges, it also provided some positives. Across the world, pollution decreased significantly and native animals reclaimed our parklands. At home, our connections with family members improved. Our sense of community strengthened. Parents and carers learned more about their children's learning journeys than ever before. Within the College, students showed incredible resilience throughout the year. No-one gave up. Everyone adapted to the changed world and simply got on with the job of learning. The perseverance and endeavour shown by both staff and students was inspiring.

In 2020, the College engaged in an external Public School Review process to examine our performance. We were delighted with the results in all areas; with the performance of the College deemed to be exceptional. The review demonstrated the success with which College staff engage in ongoing analysis of every aspect of our work; creating the best possible environment in which students can thrive.

The review enables the College to commence a new Business Plan in 2021; outlining our priorities and areas of focus for the next five years. Further details about the findings of the review are outlined later in this report.

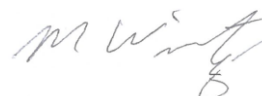
The information that follows in this report provides a summary of our progress towards achieving the ambitious targets outlined in the Business Plan.

Our achievements can be celebrated by the entire community; as it is the work of students, parents and carers, teachers and support staff that combine together to allow John Forrest students to thrive. We are thankful for the support you provide to the College community.

On behalf of the John Forrest Secondary College staff and the College Board, we commend the 2020 Annual Report to you.



Melissa Gillett
College Principal



Mark Wirtz
College Board Chair

Highlights of the 2020 College Year

Write a Book in a Day



Eight writing teams comprised of 62 students entered the 2020 “Write a Book in a Day” competition. The competition commenced at 8.00am and books had to be submitted before 9.00pm the same day. Each group was given the task of writing and illustrating an Australian story of between 3500 and 5000 words for children in hospitals and raising much needed funds for The Kids' Cancer Project. Students raised over \$2120! In the Upper School Division, team “Amicitia” were Runners-up in the category of Best Book in Western Australia with their book, *Kindness is King*.

\$20 Boss

\$20 Boss is a nationwide program that supports students to develop enterprise learning skills. It is the largest entrepreneurship program in Australia, involving over 20 000 students each year. Provided with just \$20, students must use critical and creative thinking, teamwork and entrepreneurship to establish a business that will solve a real problem. In 2020, two of our Year 7 students were winners! *Deadly Culture* was the WA winner in the Years 5 – 8 Category; whilst *Plant-ation* was Runner-up in the Australian Years 5 – 8 Category. Students involved in the program achieved a profit of \$900, which was donated to Friends of Kings Park, Dogs Refuge Home WA and Beyond Blue.



Annual Dance Showcase



In the words of the audience, “The grace, poise, fluidity, expression and control with which students performed was outstanding... I was mesmerised by the flawless quality...”

Dance students delivered mesmerizing performances to a full house at Swan Park Theatre. All in attendance agreed that the energy in theatre was electric!



Environment Expo

A dedicated group of Year 11 students hosted a College Environment Expo, with the goal of recognising the significance of the natural world, biodiversity and sustainability. The Expo was a great way for students and staff to learn about environment issues through a wide variety of interactive and informative displays.



A range of information was showcased including how to make beeswax wraps, endangered species of the WA coast and identifying that waste can be recycled.

College Redevelopment and Premier's visit



The College was honoured to welcome WA Premier, the Hon Mark McGowan, MLA to the College; along with local members Lisa Baker, MLA, Simon Millman, MLA and Amber-Jade Sanderson, MLA! The Premier visited to unveil images of some of the \$50 million College redevelopment works.



Later in the year, Lisa Baker, MLA, visited us again to look at the newly constructed Tennis and multipurpose courts.

Public School Review

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students.

Research shows that there are five conditions in a school that ensure student achievement and progress. They are: engaging **relationships and partnerships**, a positive **learning environment**, effective **leadership**, **quality teaching**, and **use of resources**.

The review team were provided with evidence from College staff that demonstrated our planning and self-assessment processes. The review team also analysed external evidence sources such as NAPLAN, OLNA, Year 12 results, Parent and Student Surveys, Student Attendance and Behaviour data. Reviewers then met with College staff, parents and students to discuss all aspects of the College's performance. Having considered all information, the reviewers prepare a report on our achievement. The report includes commendations (areas of strength), recommendations (areas benefitting from further development) and a timeframe for the next Public School Review. The options for review timeframes are:

- 1 year – additional time and/or support is/are required to meet the school performance standard; or the school is seeking a review in a particular area of focus
- 3 years – school performance is validated as meeting the standard
- 5 years – school performance is validated as exceeding the standard across all domains

The College was thrilled to be the first public school in Western Australia to receive a 5-year review timeframe. In his communication to the College, the Deputy Director General, Schools, stated that the performance of the College was deemed to be exceptional. This means that the College demonstrated high levels of student achievement and progress with positive trends across all school performance domains.

A full copy of the Public School Review Report is available on the College website.

Student Academic Achievement

Year 12 Participation and Student Achievement

A total of 163 students completed Year 12 in 2020. In response to the COVID-19 pandemic, all WA universities made early placement offers to Year 12 ATAR students based on Year 11 results; with many making unconditional offers (i.e. regardless of Year 12 results). This impacted the performance of many students across all schools, including the College.

WACE Achievement			Notable Achievements
Year	Eligible Year 12 students	Number achieving WACE	
2020	163	161 (99%) (94% in 2019)	<ul style="list-style-type: none">• Median ATAR of 78.7 (ahead of like schools)• 86% of students were offered their 1st University preference (compared to 68% state-wide).• 97% of students received a University offer.• 44% of students achieved an ATAR above 80• Students achieved a total of 268 Certificate II or higher qualifications.• 95 students achieved two or more Certificate qualifications.

Attainment Rate		
Year	Number of Year 12 students	Percentage achieving ATAR >= 55 and/or Certificate II
2020	162	99%
2019	157	99%
2018	152	97%

ATAR Participation and Achievement				
Year	No. Students	ATAR Participation (Percentage with four or more ATAR subjects)	Median ATAR	Note
2020	162	32%	78.7	In 2020, 23 students enrolled in less than four ATAR courses were offered University placements following successful completion of the Curtin UniReady course. This means that 46% students were eligible for University entrance.
2019	157	33%	78.7	
2018	152	31%	77.7	

Vocational Education and Training

Vocational Education and Training			
Year	Number F/T eligible Year 12	Completed Certificate II (or higher) in Years 10 to 12	
		No. Certificates	No. Students
2020	162	268	154
2019	157	194	152
2018	152	211	138

Count and types of VET certificates achieved by Year 12 cohort over Years 10 to 12

Certificate	Student Count
Certificate I in Business	20
Certificate I in Information, Digital Media and Technology	4
Certificate I in Retail Services	3
Certificate II in Automotive Servicing Technology	1
Certificate II in Automotive Vocational Preparation	1
Certificate II in Building Construction (Pathway – Trades)	5
Certificate II in Business	38
Certificate II in Community Services	1
Certificate II in Dance	6
Certificate II in Electrotechnology (Career Start)	2
Certificate II in Engineering Pathways	20
Certificate II in Information, Digital Media and Technology	6
Certificate II in Retail Services	26
Certificate II in Sport and Recreation	57
Certificate II in Sport Coaching	50
Certificate II in Tourism	30
Certificate III in Business	20
Certificate III in Make-Up	3
Certificate III in Population Health	1
Certificate III in Retail	1

Year 8-10 Student Achievement

Online Literacy and Numeracy Assessment (OLNA)

To achieve a Western Australian Certificate of Education (WACE), students are required to demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or above in the associated components of reading, writing or numeracy in the Year 9 NAPLAN tests.

OLNA Categories of Achievement

- **Category 3** – Students who have demonstrated the minimum standard, either through the OLNA or by prequalifying through Year 9 NAPLAN (* achieving Band 8 or higher).
- **Category 2** - Students who have not demonstrated the minimum standard but are expected to do so before the end of Year 12. It is recommended that these students enrol in ATAR or General Courses.
- **Category 1** - Students who have not demonstrated the minimum standard and may require Specific learning interventions to assist them to meet the standard in the future. It is recommended that these students consider enrolling in Foundation Courses.
- **NSA** – (Not Sat Assessment) Students who have not sat the assessment.

2020 Year 9 OLNA Test Results

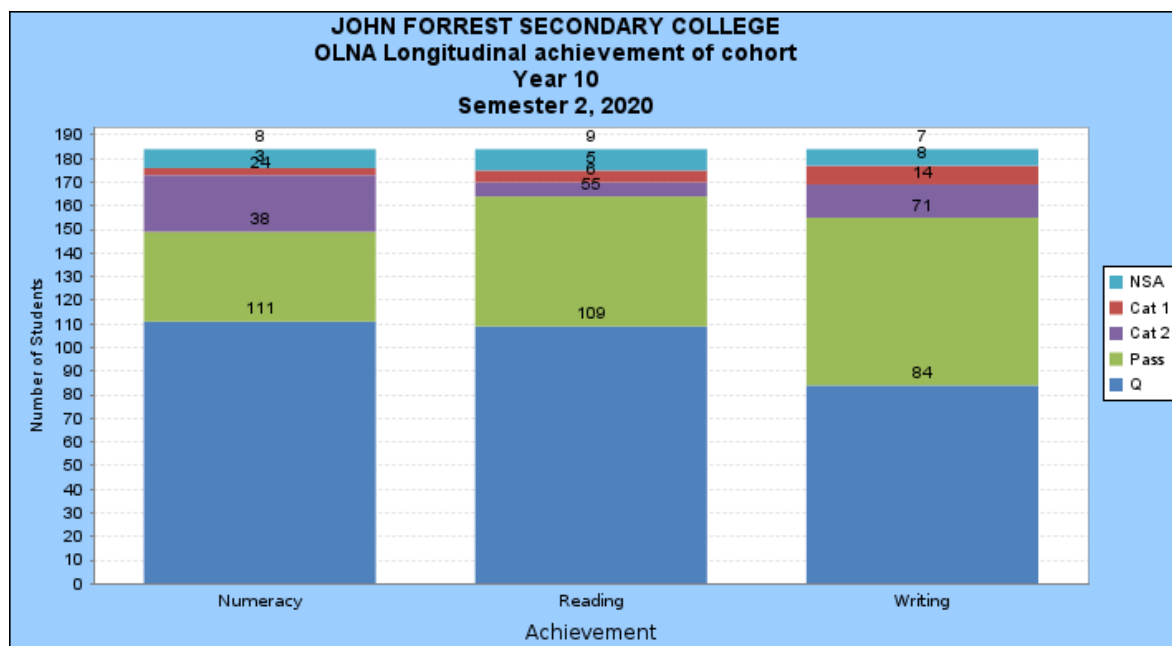
September Test Results WACE Literacy and Numeracy Requirements (189 students in Year 9):

- 63% demonstrated minimum standard in Numeracy
- 78% demonstrated minimum standard in Reading
- 82% demonstrated minimum standard in Writing

2020 Year 10 OLNA Test Results

September Test Results WACE Literacy and Numeracy Requirements (184 students in Year 10):

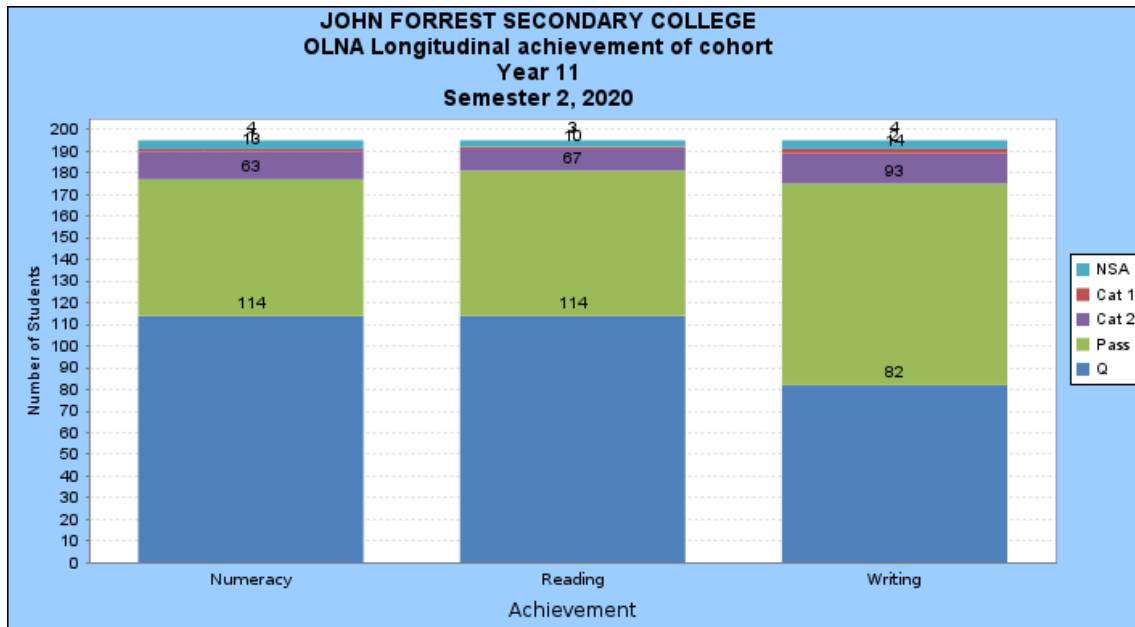
- 82% demonstrated minimum standard in Numeracy either through OLNA or NAPLAN
- 89% demonstrated minimum standard in Reading either through OLNA or NAPLAN
- 84% demonstrated minimum standard in Writing either through OLNA or NAPLAN



2020 Year 11 OLNA Test Results

September Test Results WACE Literacy and Numeracy Requirements (192 students in Year 11):

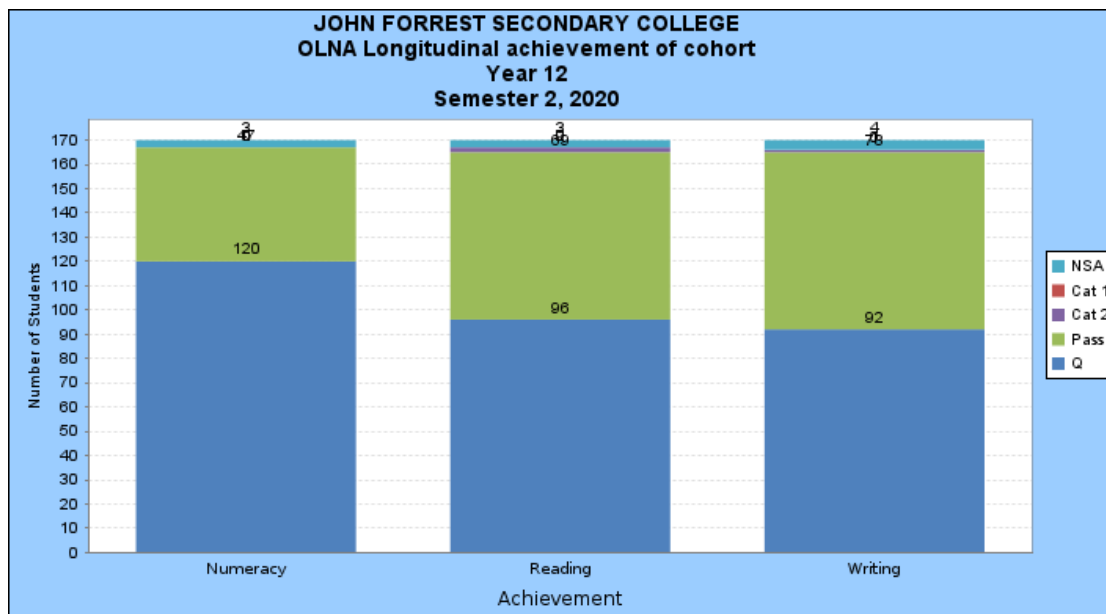
- 91% demonstrated minimum standard in Numeracy either through OLNA or NAPLAN
- 93% demonstrated minimum standard in Reading either through OLNA or NAPLAN
- 90% demonstrated minimum standard in Writing either through OLNA or NAPLAN



2020 Year 12 OLNA Test Results

September Test Results WACE Literacy and Numeracy Requirements (170 students in Year 12):

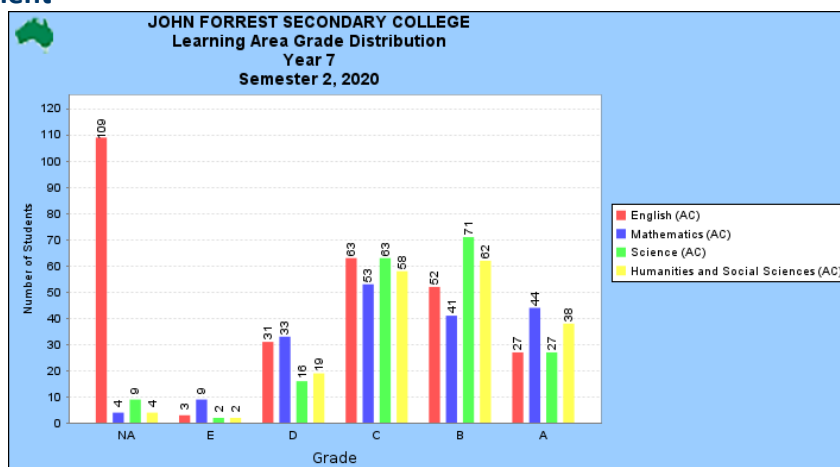
- 98% demonstrated minimum standard in Numeracy either through OLNA or NAPLAN
- 97% demonstrated minimum standard in Reading either through OLNA or NAPLAN
- 97% demonstrated minimum standard in Writing either through OLNA or NAPLAN



Year 7-10 Course Achievement

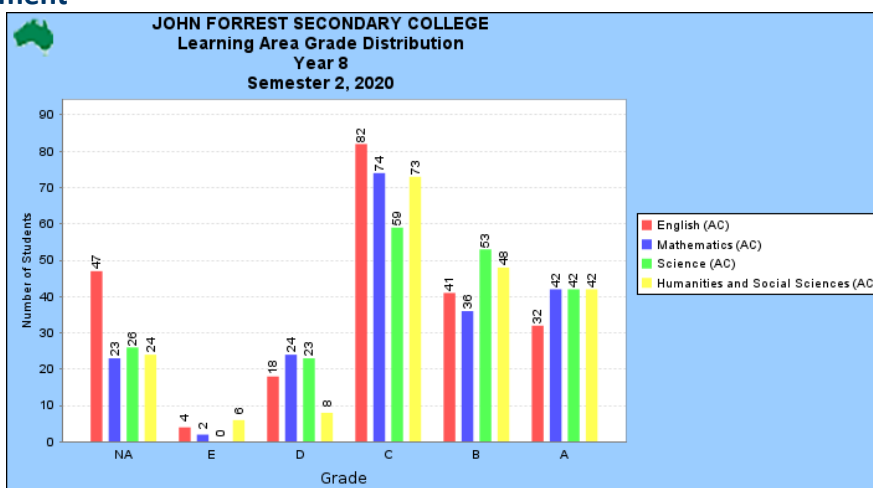
The tables and associated graphs show the grading pattern for students in Year 7–10 for 2020. The graphs below are for the English, Mathematics, Science and Society and Environment Learning Areas.

Year 7 Achievement



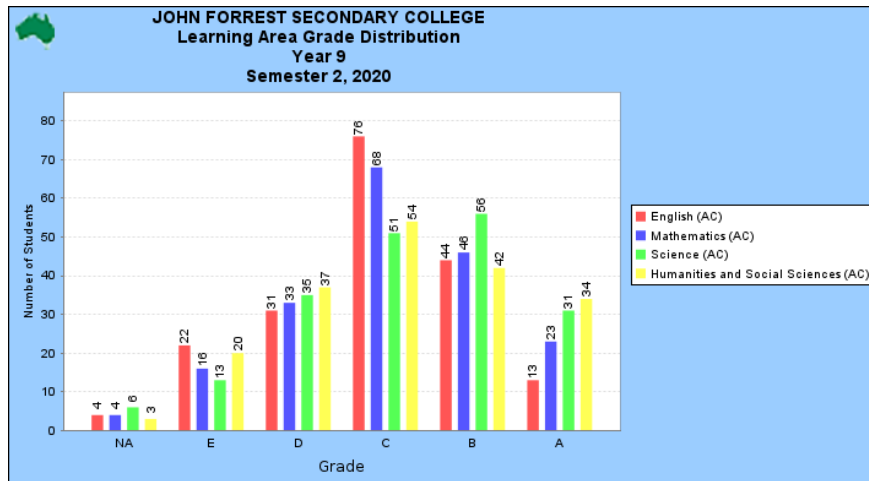
	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
JFSC English	109	38.25	3	1.05	31	10.88	63	22.11	52	18.25	27	9.47
Statewide English	1467	6.87	1325	6.21	2837	13.29	7850	36.78	5089	23.85	2774	13
JFSC Mathematics	4	2.17	9	4.89	33	17.93	53	28.8	41	22.28	44	23.91
Statewide Mathematics	853	4.11	1873	9.03	3738	18.03	6214	29.97	4270	20.59	3788	18.27
JFSC Science	9	4.79	2	1.06	16	8.51	63	33.51	71	37.77	27	14.36
Statewide Science	696	3.31	1328	6.32	3075	14.63	6586	31.34	5079	24.17	4252	20.23
JFSC Humanities and Social Sciences	4	2.19	2	1.09	19	10.38	58	31.69	62	33.88	38	20.77
Statewide Humanities and Social Sciences	1032	4.87	1395	6.58	2991	14.1	7294	34.39	5106	24.07	3391	15.99

Year 8 Achievement



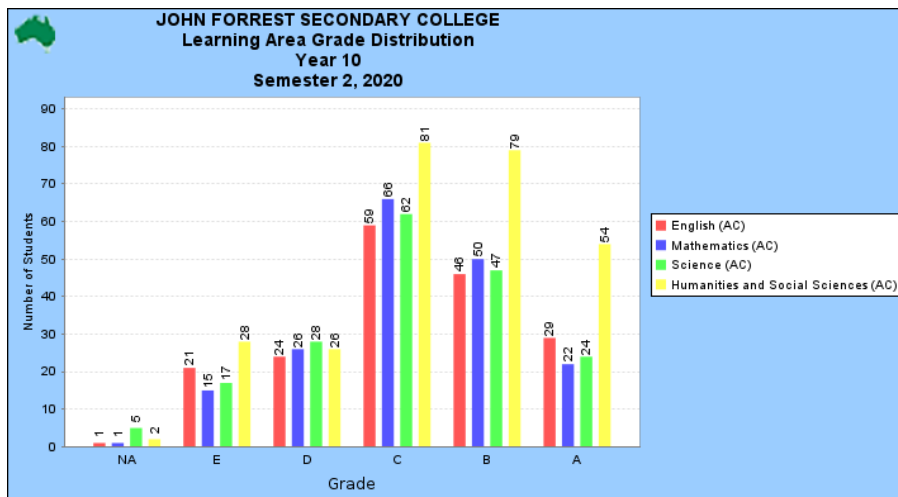
	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
JFSC English	47	20.98	4	1.79	18	8.04	82	36.61	41	18.3	32	14.29
Statewide English	1231	6.03	1618	7.92	2639	12.93	7716	37.79	4749	23.26	2464	12.07
JFSC Mathematics	23	11.44	2	1	24	11.94	74	36.82	36	17.91	42	20.9
Statewide Mathematics	729	3.62	2272	11.27	3810	18.91	6023	29.89	3922	19.46	3396	16.85
JFSC Science	26	12.81	0	0	23	11.33	59	29.06	53	26.11	42	20.69
Statewide Science	674	3.31	1764	8.67	3125	15.36	6154	30.25	4416	21.71	4208	20.69
JFSC Humanities and Social Sciences	24	11.94	6	2.99	8	3.98	73	36.32	48	23.88	42	20.9
Statewide Humanities and Social Sciences	989	4.81	1645	8.01	3093	15.05	7061	34.37	4478	21.8	3279	15.96

Year 9 Achievement



	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
JFSC English	4	2.11	22	11.58	31	16.32	76	40	44	23.16	13	6.84
Statewide English	1134	5.91	1885	9.83	2575	13.43	6811	35.51	4508	23.51	2265	11.81
JFSC Mathematics	4	2.11	16	8.42	33	17.37	68	35.79	46	24.21	23	12.11
Statewide Mathematics	796	4.22	2365	12.53	3600	19.08	5545	29.38	3354	17.77	3212	17.02
JFSC Science	6	3.12	13	6.77	35	18.23	51	26.56	56	29.17	31	16.15
Statewide Science	684	3.53	2002	10.33	3225	16.64	5799	29.93	3930	20.28	3738	19.29
JFSC Humanities and Social Sciences	3	1.6%	13	6.91%	25	13.3%	76	40.43%	39	20.74%	32	17.02%
Statewide Humanities and Social Sciences	1175	5.69	1865	9.04	3094	15	6723	32.58	4526	21.94	3250	15.75

Year 10 Achievement



	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
JFSC English	1	0.56	21	11.67	24	13.33	59	32.78	46	25.56	29	16.11
Statewide English	1131	6.38	1981	11.17	2646	14.92	6730	37.95	3712	20.93	1532	8.64
JFSC Mathematics	1	0.56	15	8.33	26	14.44	66	36.67	50	27.78	22	12.22
Statewide Mathematics	890	5.06	2294	13.05	3384	19.25	5677	32.29	2797	15.91	2539	14.44
JFSC Science	5	2.73	17	9.29	28	15.3	62	33.88	47	25.68	24	13.11
Statewide Science	750	4.09	2158	11.75	3430	18.68	5596	30.48	3299	17.97	3126	17.03
JFSC Humanities and Social Sciences	24	12.37%	14	7.22%	38	19.59%	50	25.77%	34	17.53%	34	17.53%
Statewide Humanities and Social Sciences	1051	5.14	2177	10.65	3254	15.93	6587	32.24	4152	20.32	3211	15.72

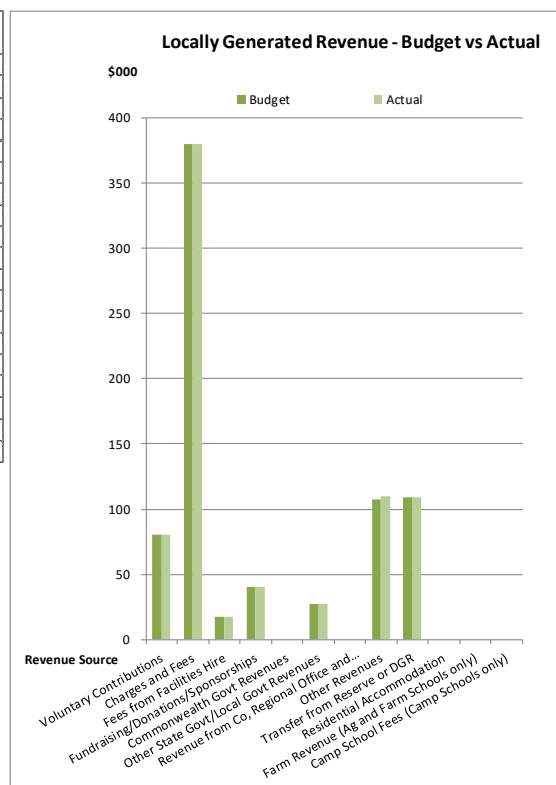
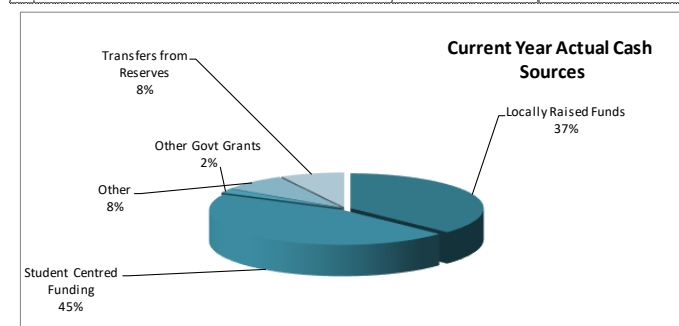
Finance Report



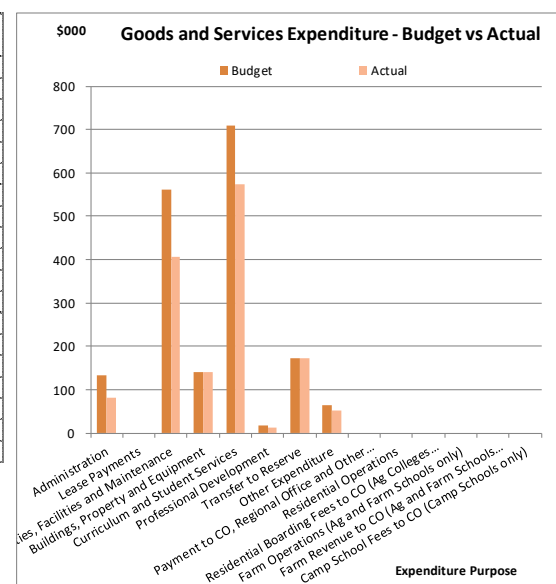
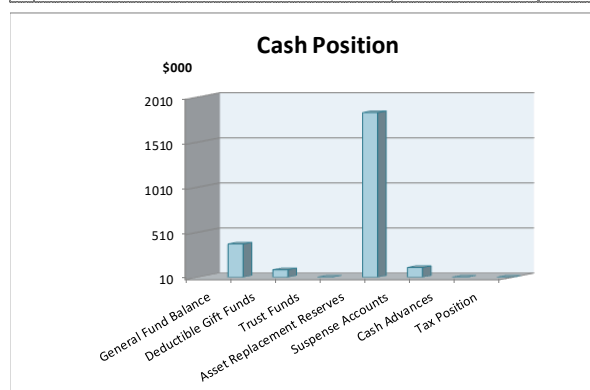
John Forrest Secondary College

Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 80,434.00	\$ 80,433.74
2	Charges and Fees	\$ 379,616.00	\$ 379,595.69
3	Fees from Facilities Hire	\$ 17,141.00	\$ 17,141.29
4	Fundraising/Donations/Sponsorships	\$ 40,550.00	\$ 40,549.94
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 27,529.00	\$ 27,528.64
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 107,205.00	\$ 110,231.41
9	Transfer from Reserve or DGR	\$ 109,070.72	\$ 109,070.90
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 761,545.72	\$ 764,551.61
	Opening Balance	\$ 422,130.44	\$ 422,130.44
	Student Centred Funding	\$ 631,603.00	\$ 631,603.38
	Total Cash Funds Available	\$ 1,815,279.16	\$ 1,818,285.43
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,815,279.16	\$ 1,818,285.43



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 133,043.00	\$ 82,240.58
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 560,326.00	\$ 405,320.32
4	Buildings, Property and Equipment	\$ 141,378.81	\$ 140,739.90
5	Curriculum and Student Services	\$ 708,847.91	\$ 573,255.65
6	Professional Development	\$ 18,000.00	\$ 13,306.70
7	Transfer to Reserve	\$ 171,674.00	\$ 171,674.00
8	Other Expenditure	\$ 63,642.00	\$ 52,780.34
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,796,911.72	\$ 1,439,317.49
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,796,911.72	\$ 1,439,317.49
	Cash Budget Variance	\$ 18,367.44	



Cash Position as at:	
Bank Balance	\$ 2,414,073.69
Made up of:	
1 General Fund Balance	\$ 378,967.94
2 Deductible Gift Funds	\$ 93,014.87
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,836,076.20
5 Suspense Accounts	\$ 117,625.68
6 Cash Advances	\$ (1,310.00)
7 Tax Position	\$ (10,301.00)
Total Bank Balance	\$ 2,414,073.69