

SCHOOL REPORT 2021

JOHN FORREST SECONDARY COLLEGE



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SCHOOL REPORT

JOHN FORREST SECONDARY COLLEGE

School Overview

John Forrest Secondary College (JFSC) has an excellent reputation in its local community which is built upon a wide range of quality programs, a proud history of excellence in student achievement and a strong pastoral care tradition.

A comprehensive range of programs at the College provides extensive learning opportunities for students and includes:

- Specialist Programs (Department of Education Approved) – Long-running, high quality programs in Cricket, Netball, Tennis and Music.
- Specialist Programs (College based) – State of the art programs in Computer Science and STEM (Science, Technology, Engineering and Mathematics).
- Academic Excellence Program (College based) – Extension program for students in Years 8 to 10.
- Vocational Education and Training – Extensive range of approved certificate courses and the provision of workplace learning opportunities for all students.
- Apprenticeship training – Pre-apprenticeship and School Based Apprenticeship Programs in Plumbing and Gas Fitting, Painting and Decorating and Building and Construction.
- Literacy support – Variety of programs that explicitly develop student skills in literacy and numeracy.
- Extra-curricular activities – includes Bush Ranger Cadet program, Engineering Club, and a range of opportunities for interstate and international trips and tours.

These programs are supported by an extensive range of specialist facilities which include a state-of-the art Trade Training Centre, Computer Laboratories, a Dance Studio, a Library Resource Centre, Career Information Centre and a turf cricket wicket. A large computer network and associated hardware supports teachers in the use of digital technologies to deliver a relevant and engaging curriculum.

Our guiding vision is characterised by an ethos of care for all aspects of our students' growth and development, providing an education that recognises and values diversity while giving all students the opportunity to succeed. The JFSC community promotes an environment that is friendly, inclusive and responsive and recognises that we have the right to experience a safe learning and working environment.

In 2021 JFSC commenced an exciting \$50 million building program which includes new Technologies Buildings with industry standard facilities and close connections to the Science building, which is scheduled to open in 2022. The opening of these new facilities will further support the integration of Technology and Design with Science to strengthen the provision of innovative and engaging STEM courses, clubs and competitions within the College.

As an Independent Public School, JFSC offers a vibrant and dynamic learning experience for students and is currently undergoing review of programs to maximise the benefits of extensive building upgrades to extend student engagement, achievements and future pathways.

The College continues to build opportunities for professional growth and leadership of teachers through the *Quality Teaching Project* and teacher led working parties that inform the direction of the College in line with Department priorities. Investment in improved facilities, information technology and resources, together with quality teaching, have fostered a culture of achievement and success for both students and teachers.

Student Numbers and Characteristics (Source: Schools Online)

Semester 1	2018	2019	2020	2021
Lower Secondary	803	805	784	761
Upper Secondary	347	352	360	349
Total	1150	1157	1144	1110

Apparent retention and progression rates (%) – secondary

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2019	94%	83%	92%	90%	94%
2020	90%	86%	85%	94%	95%
2021	89%	83%	88%	93%	94%

The decline in numbers from 2019 has resulted from additional caution at Year 7 enrolment due to enabling space for unexpected enrolments in 2016 and 2017. JFSC has developed strong connections with primary schools within the catchment, this improved communication promotes greater clarity in enrolments and is set to support stability in student numbers. Additional pressure provided by classroom availability associated with the new build is also set to reduce over the next could of years.

Workforce composition (source: Schools Online)

Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning Areas	6	6.0	0
Program Coordinators	3	3.0	0
Total Administration Staff	13	13.0	0
Teaching Staff			
Level 3 Teachers	3	3.0	0
Other Teaching Staff	69	60.9	0
Total Teaching Staff	72	63.9	0
School Support Staff			
Clerical / Administrative	14	10.5	0
Gardening / Maintenance	3	3.0	0
Other Non-Teaching Staff	15	12.9	0
Total School Support Staff	32	26.4	0
Total	117	103.2	0

JFSC has high staffing stability with a low rate of staff turnover. This enables the College to drive innovation through the *Quality Teaching Project* and maintain consistency in expectations of both staff and students and the implementation of whole school projects.

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	89.6%	86.8%
2020	89.5%	87.3%
2021	87.7%	84.4%

Attendance Category Secondary as at Semester 1, 2021

	Y07		Y08		Y09		Y10		Y11		Y12	
	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch
Regular	77%	61%	54%	53%	57%	49%	50%	46%	68%	49%	52%	46%
At Risk - Indicated	15%	23%	26%	26%	25%	27%	28%	27%	16%	26%	26%	29%
At Risk - Moderate	5%	10%	12%	13%	14%	14%	10%	15%	10%	15%	18%	17%
At Risk - Severe	4%	6%	7%	8%	3%	10%	12%	12%	6%	11%	5%	8%

JFSC has maintained an attendance rate above the average for WA Public Schools despite the decline in attendance that has been identified locally and linked to the impact of Covid-19.

The Student Services team maintains strength in communication and partnerships with parents to support regular attendance by students. In 2021 the Student Services team partnered with *RAISE* to support the mentorship of up to 20 Year 8 students to positively impact student attendance. This program is set to continue in 2022.

Parents and students are actively involved in attendance planning, and staff consistently uphold the college values of Integrity, Courtesy, Aspiration, Respect and Endeavour in their teaching to enhance student engagement in their programs.

Students of JFSC identified, through the NSI Partnerships; What's Happening in This School survey that peer connectedness at JFSC is 4.53/5 and this can be attributed to the College's attendance rate successes.

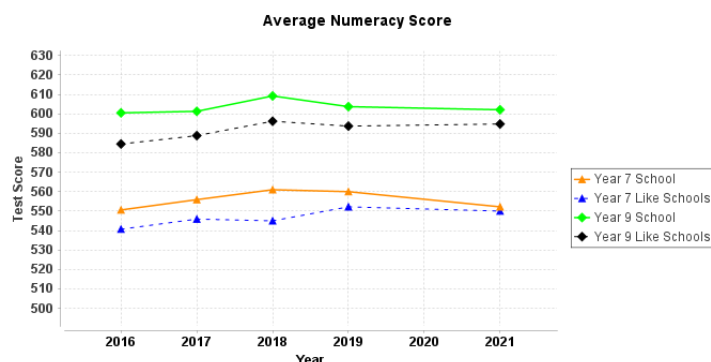
Student Achievement and Progress - NAPLAN (data) (source: schools online)

The following graphs compare trends in performance of JFSC students to the performance of students in similar (like) schools since 2016. The NAPLAN data below indicates a trend over time of students at JFSC achieving at or above the comparative levels of similar schools. Year 7 NAPLAN results show a downward trend since 2019, whilst still in line with like school this is a line for inquiry for improvement planning.

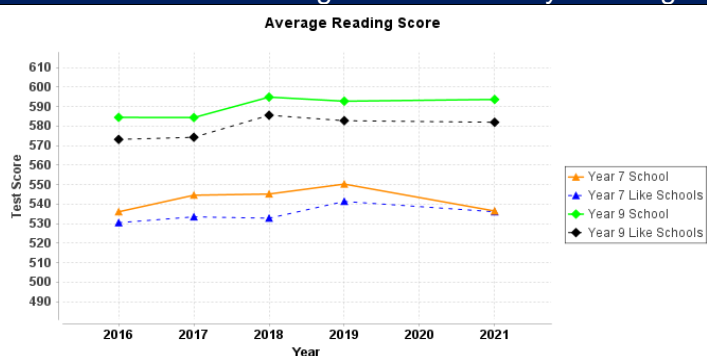
JFSC has maintained a strong focus on supporting Literacy in students from a diverse range of schools through the consistent implementation of *Literacy Development* in Year 7 and *Tactical Teaching – Reading* strategies school wide.

It is important to note that there was no NAPLAN held in 2020 due to the impact of Covid-19.

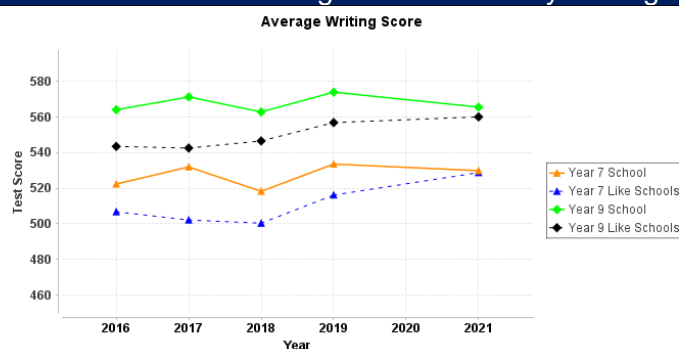
Schools Online – Longitudinal Summary Numeracy



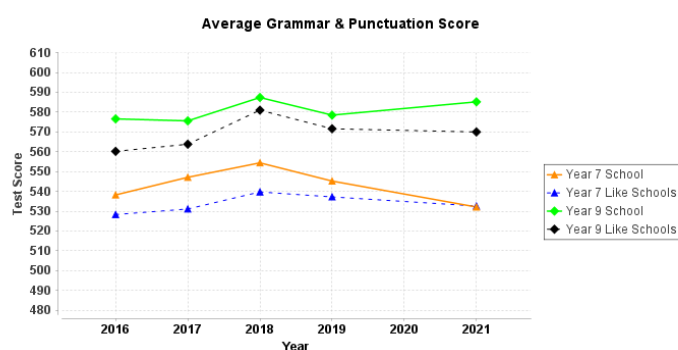
Schools Online – Longitudinal Summary Reading



Schools Online – Longitudinal Summary Writing



Schools Online – Longitudinal Summary Grammar & Punctuation



Year 12 outcomes (Data) including VET (Source: SAIS WACE Report)

	Eligible Year 12 Students	Percentage achieving WACE
2019	160	94%
2020	163	99%
2021	173	91%

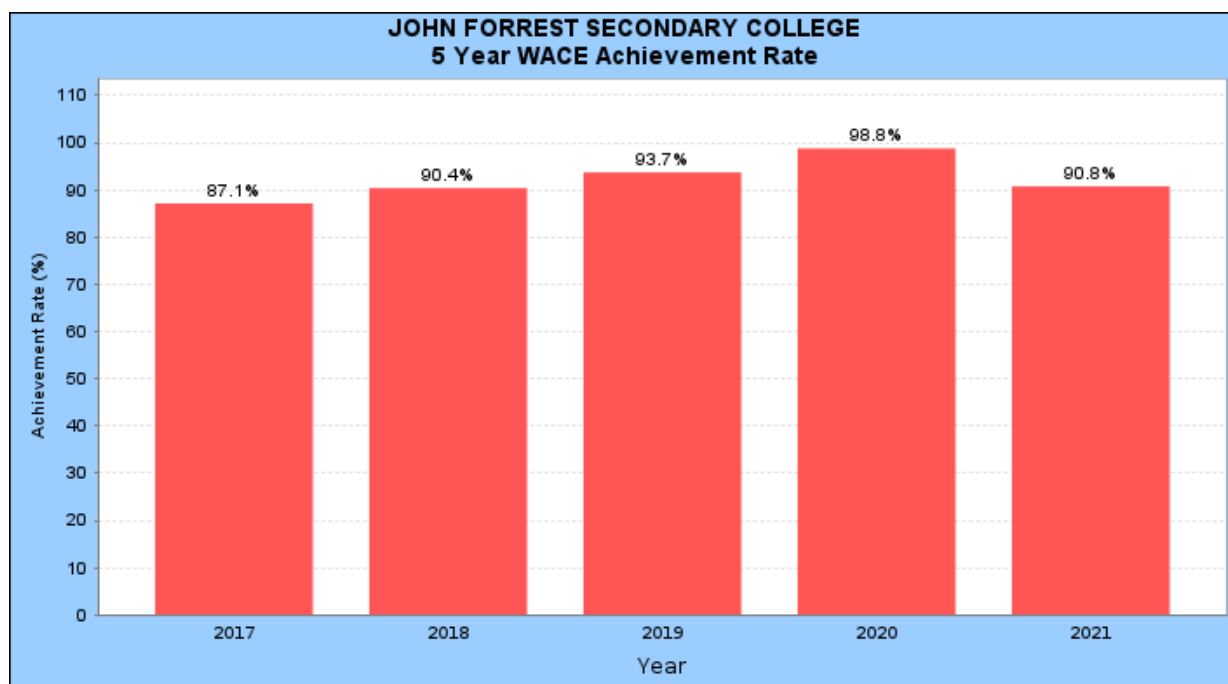
AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations

	2021	2020	2019	2018	2017	2016
School count (% Cohort)	60 (29%)	52 (27%)	52 (27%)	48 (24%)	56 (32%)	55
Difference From Expected	-3%	-8%	-6%	-6%	+2%	-4%
School (% WACE eligible)	35%	32%	33%	31%	40%	
School (% Semester 2 census)	34%	32%	32%	29%	37%	

Median ATAR (no. of students) Source: SCSA data files and Department calculations

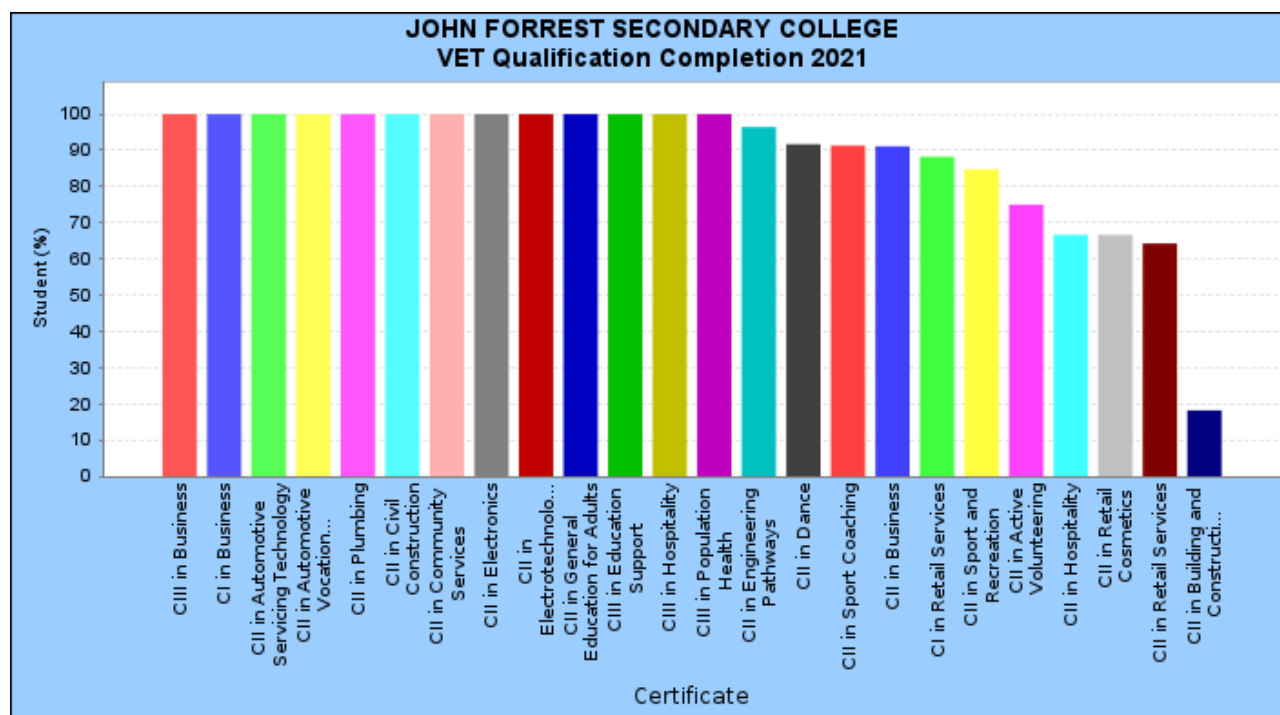
School	80.08	78.68	78.7	77.7	67.63	71.65
Expected performance	0.66	0.68	0.82	0.46	-0.67	-0.1
Like Schools	78.85	76.4	72.75	75.7	76.3	72.12
Public schools	80.25	79.25	78.25	79.5	78.55	78.2
School median ATAR TISC applicants	81.33	80.43	78.9	78.0	69.85	72.35



OLNA – Current Student Standing

Year 12 Students - Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2022	50	84	14	3	13
	30.5%	51.2%	8.5%	1.8%	7.9%
Like Schools	28.1%	39.5%	15.3%	3.2%	13.9%

VET Qualification Completion



VET qualification code	VET qualification	Completed	Enrolled	Percent
BSB30115	CIII in Business	27	27	100.00
BSB10115	CI in Business	23	23	100.00
AUR20516	CII in Automotive Servicing Technology	4	4	100.00
AUR20716	CII in Automotive Vocational Preparation	2	2	100.00
52700WA	CII in Plumbing	2	2	100.00
RII20715	CII in Civil Construction	1	1	100.00
CHC22015	CII in Community Services	1	1	100.00
UEE21911	CII in Electronics	1	1	100.00
UEE22011	CII in Electrotechnology (Career Start)	1	1	100.00
22473VIC	CII in General Education for Adults	1	1	100.00
CHC30213	CIII in Education Support	1	1	100.00
SIT30616	CIII in Hospitality	1	1	100.00
HLT36015	CIII in Population Health	1	1	100.00
MEM20413	CII in Engineering Pathways	27	28	96.43
CUA20113	CII in Dance	11	12	91.67
SIS20319	CII in Sport Coaching	42	46	91.30
BSB20115	CII in Business	41	45	91.11
SIR10116	CI in Retail Services	15	17	88.24
SIS20115	CII in Sport and Recreation	50	59	84.75
CHC24015	CII in Active Volunteering	3	4	75.00
SIT20316	CII in Hospitality	2	3	66.67
SHB20116	CII in Retail Cosmetics	2	3	66.67
SIR20216	CII in Retail Services	9	14	64.29
52824WA	CII in Building and Construction (Pathway - Trades)	2	11	18.18

The 2021 Year 12 data outlines the slight drop in WACE achievement compared to previous years. This rate remains above that of the WA Public Schools result. A total of 173 students completed Year 12 in 2021. In response to the Covid-19 pandemic, all WA universities made early placement offers to Year 12

ATAR students based on Year 11 results again. Whilst this impacted the performance of many students across all schools, the impact on JFSC was not as significant as it was in 2020, with the median ATAR rising to 80.08.

Post School Destination (Data) (Source: Schools Online)

This analysis of student destination data sources from Schools Online, represents 80% of participating Year 12 students in the second semester cohort at JFSC.

Evidence of current post-school aspirations and associated outcomes provides valuable insights into the quality of pathway information provided to students whilst at school. With this knowledge, the school can identify and address aspects of student pathway planning that can be improved.

	Intention 2020 School	Intention 2020 State	Destination 2021 School	Destination 2021 State	Variation School	Variation State
Return To School	0.7%	0.4%		0.1%		-0.3%
University	52.2%	51.3%	40.6%	35.5%	-11.6%	-15.7%
Uni Offer - No Placement		0.0%	4.2%	5.0%		5.0%
TAFE	19.1%	17.9%	16.8%	13.9%	-2.3%	-4.0%
Apprenticeship	11.0%	11.7%	2.1%	4.2%	-8.9%	-7.5%
Traineeship	2.2%	2.0%	2.8%	2.1%	0.6%	0.2%
Other Training	1.5%	2.6%	1.4%	1.9%	-0.1%	-0.7%
Employment - Full-time	9.6%	9.2%	4.9%	5.6%	-4.7%	-3.6%
Employment - Part-time		1.3%	9.1%	13.9%		12.6%
Employment Assistance		0.0%	4.2%	6.7%		6.7%
Other	3.7%	3.7%	1.4%	1.7%	-2.3%	-2.0%
Deferred Study/Training		0.0%	12.6%	9.4%		9.4%
Total	100%	100%	100%	100%	-	-
% of students responding	76%	0.0%	80%	0.0%	-	-

Compared with state schools, JFSC fared slightly better with a higher percentage of students attending University, TAFE or traineeships. This indicates that identified measures; improved counselling around *Early Offers* put into place for the 2021 cohort in pathway planning was successful. Less students were successful in attaining an apprenticeship than intended and this was also less than the state. It is assumed that the impact of COVID-19 on accessibility of work placements negatively impacted on this statistic.

JFSC has demonstrated ongoing improvement in median ATAR over the past 5 years. This can be attributed to the college *Quality Teaching Project* and improvements made to course counselling. JFSC also offers a large variety of VET courses with over 90% of students completing school based Certificate courses.

Targets – continue to improve students' understanding and awareness of post-secondary pathway opportunities. Results to be reflected in future destination data survey and student satisfaction survey.

Parent/student/teacher satisfaction with the school (Data) (source: Parent & Caregivers Voice: PaCS; Student Voice; What is Happening in this School WHITS NSIP)

PaCS	Score -/5	WHITSS	Score -/5 (actual)	Score -/5 (preferred)
Dealing with Student Behaviour	3.77	School Connectedness	3.57	4.29
Motivation and Challenge	3.67	Affirming Diversity	3.28	3.85
Satisfaction with Child's Progress	4.0	Rule Clarity	3.57	4.33
Staff Support	3.94	Reporting and Seeking Help	3.02	3.91
Communication	3.96	Support for Learning	3.14	4.02
Assessment and Feedback	3.89	Expectations for Success	3.84	4.05
Affirming Diversity	4.18	Teacher Support	3.29	3.96
Welcoming School	4.22	Peer Connectedness	4.16	4.43
Satisfaction with the school	3.73			

The data shown in the above surveys was collected from 153 parents and 695 students. It demonstrates JFSC success in establishing and maintaining a connected and respectful school environment. Statements below achieved scores above 4 on a scale of 1 to 5 (5 being the highest score).

PaCS	WHITSS
There are high expectations for student behaviour	My family's culture and background are respected.
A safe environment is provided during break times.	I belong to a group of friends.
I am satisfied with how my child is progressing behaviourally and morally.	I make friends with students from different backgrounds
School reports give clear feedback about my child's progress.	

The above statements show that our pastoral care and peer mentoring programs support a respectful, inclusive culture at JFSC

The data also shows that the expectations of families and students in their achievements are high. Teachers and support staff at JFSC consistently engage in collaborative professional learning through the *Quality Teaching Project* to establish consistent processes and support each other. A target for 2022 is to further disseminate and link the learnings from each professional learning team through the college with a particular focus on identifying individual learning needs of students and facilitating improved engagement and achievement through considered differentiation. These targets are set to address the statements below which achieved scores between 3 and 4. There were no statements that achieved a score lower than 3.0. which shows a general satisfaction of JFSC as a whole.

PaCS	WHITSS
Students learn to effectively resolve conflicts.	I feel valued when I am at school.
I am satisfied that the school has a clear understanding of my child's needs.	If I break the rules, school staff will help me to learn from my mistake.

School Income by Funding Source (data) (source: Schools Resourcing System)

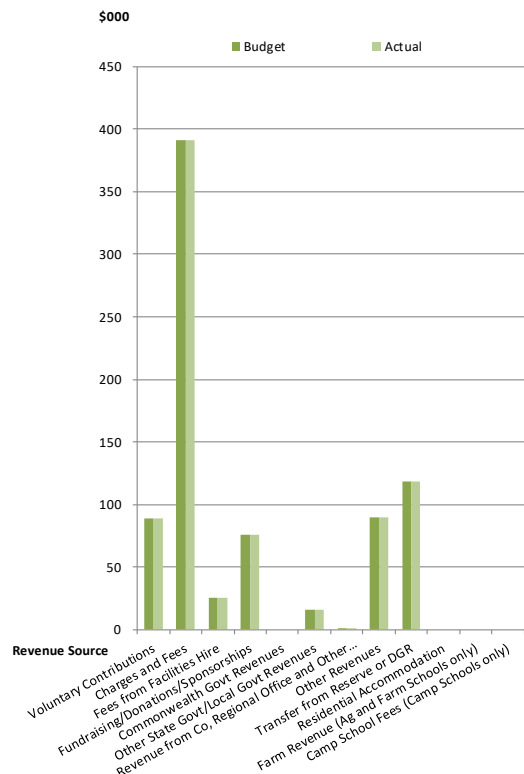
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John Forrest Secondary College

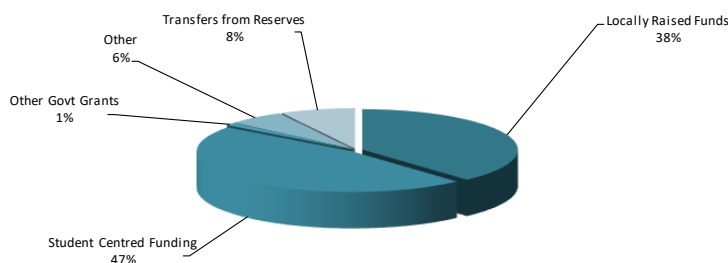
Financial Summary as at
Enter date. For example 31/12/20XX

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 88,591.00	\$ 88,591.16
2	Charges and Fees	\$ 391,077.00	\$ 391,076.81
3	Fees from Facilities Hire	\$ 25,636.00	\$ 25,636.12
4	Fundraising/Donations/Sponsorships	\$ 76,112.00	\$ 76,111.47
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 15,507.00	\$ 15,507.50
7	Revenue from Co, Regional Office and Other Schools	\$ 1,330.00	\$ 1,330.00
8	Other Revenues	\$ 89,641.00	\$ 89,641.39
9	Transfer from Reserve or DGR	\$ 118,643.07	\$ 118,642.67
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 806,537.07	\$ 806,537.12
	Opening Balance	\$ 378,967.94	\$ 378,967.94
	Student Centred Funding	\$ 711,497.00	\$ 711,496.77
	Total Cash Funds Available	\$ 1,897,002.01	\$ 1,897,001.83
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,897,002.01	\$ 1,897,001.83

Locally Generated Revenue - Budget vs Actual

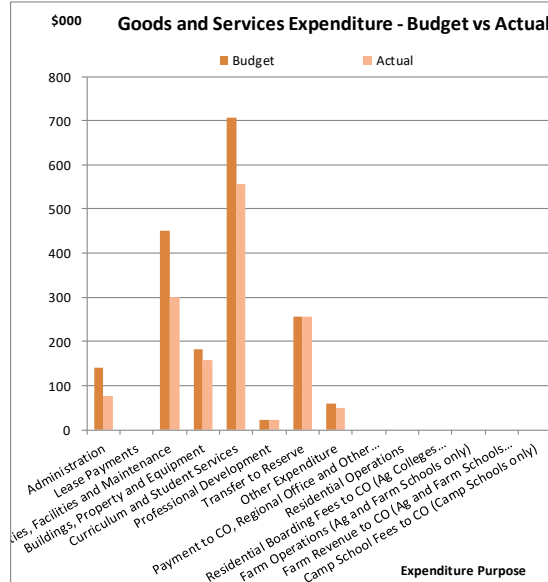


Current Year Actual Cash Sources

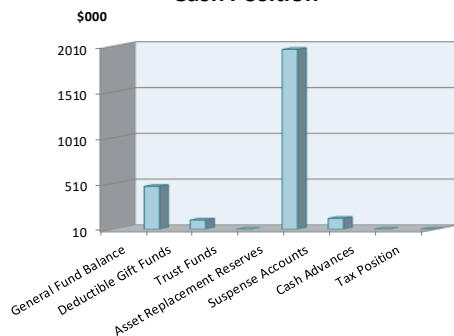


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 140,053.00	\$ 75,399.67
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 451,344.72	\$ 300,870.10
4	Buildings, Property and Equipment	\$ 182,029.98	\$ 158,618.38
5	Curriculum and Student Services	\$ 706,929.70	\$ 556,903.96
6	Professional Development	\$ 21,564.00	\$ 21,564.10
7	Transfer to Reserve	\$ 256,141.00	\$ 256,141.00
8	Other Expenditure	\$ 58,901.00	\$ 49,335.45
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	\$ 1,816,963.40	\$ 1,418,832.66
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,816,963.40	\$ 1,418,832.66
	Cash Budget Variance	\$ 80,038.61	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 2,684,242.08
Made up of:	
1 General Fund Balance	\$ 478,169.17
2 Deductible Gift Funds	\$ 110,645.49
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,973,574.53
5 Suspense Accounts	\$ 128,426.89
6 Cash Advances	\$ (910.00)
7 Tax Position	\$ (5,664.00)
Total Bank Balance	\$ 2,684,242.08

Progress Against School Priorities

Covid-19 delayed the Public School Review of John Forrest Secondary College to October in 2020. As the review was originally intended to be done early in 2020 the College delayed the writing of the College Business Plan to enable the opportunity to respond to the review. This delay meant that the Business Plan was developed through 2021 and the targets of 2017 – 2019 Business Plan were already met. Throughout 2021 JFSC worked to address the issues that arose through the impacts of Covid-19 in 2020 and maintain or extend the targets from the 2017 – 2019 Business Plan.

Enhance Student Achievement – further progress has been made in 2021 using the following strategies:

Staff at JFSC will commit to implementing <i>Tactical Reading</i> strategies to support the literacy of all students.	Action learning extension professional learning for all staff trained in <i>Tactical Reading</i> . Workshop on School Development Day to upskill remaining teachers in <i>Tactical Reading</i> .
Implement the learnings from the <i>Enterprise Project</i> and <i>inFUSE</i> with a particular focus on building community links and engaging girls in STEM.	Implement <i>Girls in STEM Masterclass</i> including students from year 8 – 10. Engaging City of Bayswater to support industry exposure to STEM projects.
Implement <i>Learning Enhancement Documents</i> to communicate consistent strategies for individual student with identified learning difficulties/disabilities.	Improved support of <i>Enrichment</i> students in mainstream classes. Improved awareness of students with a learning difficulty/disability.
Increase staff capacity and expectations in the use of SEQTA to support the learning of students whilst at home.	Clear minimum expectations established for staff. Staff mentors to support the professional learning of all staff.
Targeted and individualised counselling of students receiving Early Offers.	Facilitation of clear expectations for all students to ensure a focus on WACE achievement was maintained.

High Quality Teaching – further progress has been made in 2021 using the following strategies:

Establishment of common pedagogical practice in line with <i>High Impact Teaching Strategies (HITS)</i> .	<i>Quality Teaching Team</i> facilitated workshops on School Development Days to understand <i>HITS</i> as demonstrated by the staff at JFSC. <i>Quality Teaching Team</i> collaboratively developed a Continuum of Practice for <i>HITS</i> .
All teachers use student achievement data and student feedback to inform the progress of their <i>Quality Teaching Project</i> .	Development and sharing of effective processes such as; collaboration, providing feedback to students, establishing clear learning intentions and implementing <i>Seven Steps</i> .
Revision of <i>Staff Handbook</i> .	Improved communication of College processes. Ensuring processes are consistent and in line with current practices.

Positive Learning Environment – further progress has been made in 2021 using the following strategies:

Implementation of <i>RAISE</i> mentoring program for targeted Year 8 students.	20 Year 8 students received regular one on one mentoring for 20 weeks.
Identify potential leaders in the college community and provide them with leadership opportunities.	Establish working parties led by teachers and mentored by an Executive member to address whole school priorities identified in the Business Plan.
Reintroduced whole school workshops and cross learning area meetings in a COVID safe manner to re-establish collegiality.	Use of School Development Days and Staff Meetings to reflect, review and plan for improvements in teaching and learning programs and college culture.

EXTRA-CURRICULAR HIGHLIGHTS

