



2017-2019 Business Plan



JOHN FORREST
Secondary College
INDEPENDENT PUBLIC SCHOOL

John Forrest Secondary College 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 7 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 a Bush Ranger Cadet program, an 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.

A talented and committed Student Services team competently and effectively responds to the needs of our students and delivers whole of college programs such as REO (Respect Each Other) that promotes the development and maintenance of positive working relationships across the college.

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 John Forrest Secondary College 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.

The John Forrest Secondary College Business Plan 2017–2019

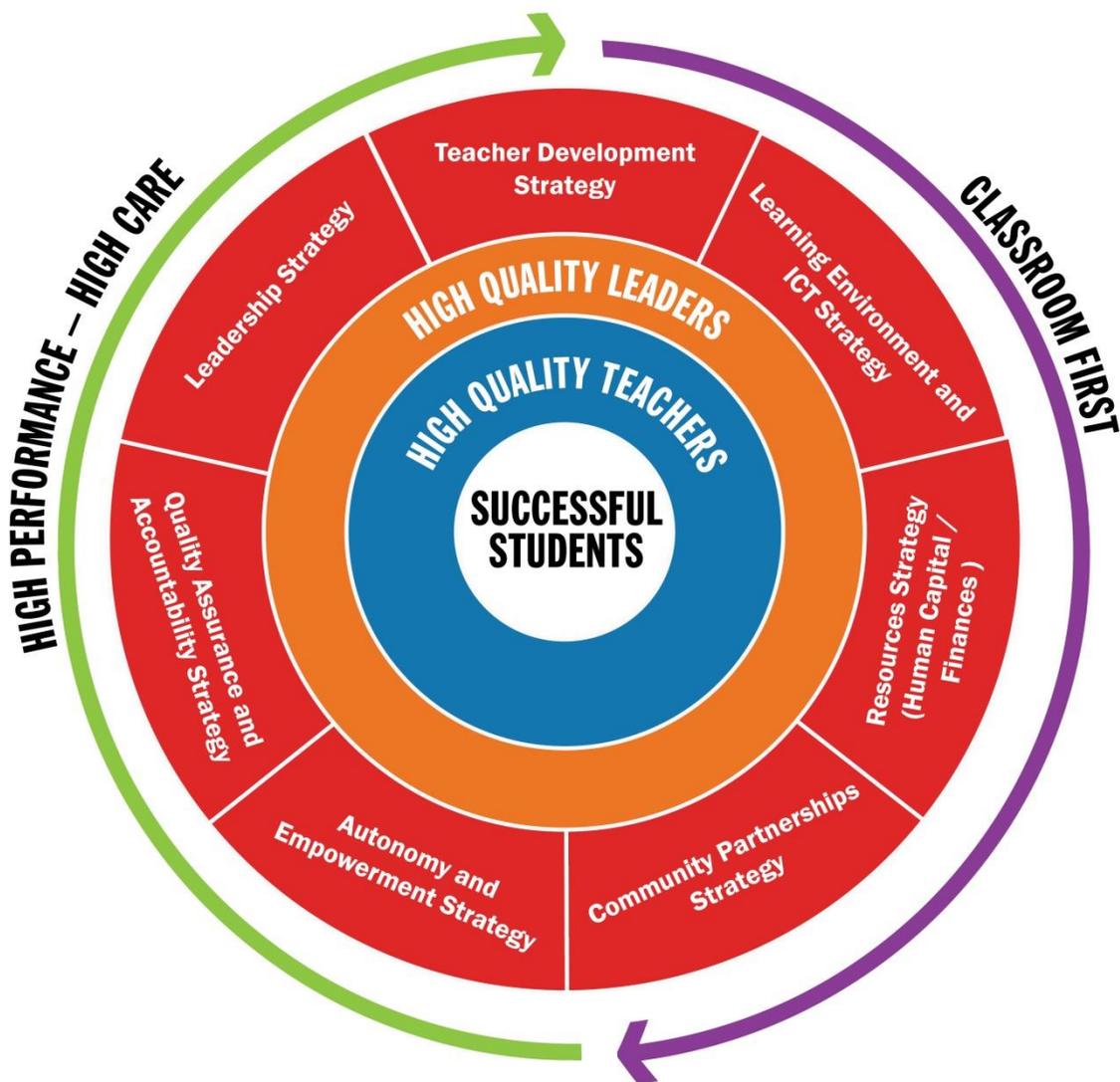
This plan was created in collaboration with the College Board and staff. It outlines the Priorities, Focus Areas and Targets for the next three years and the major strategies to be implemented to achieve these targets. The Business Plan incorporates the principles and priorities outlined in Department of Education strategic documents including *High Performance – High Care: Strategic Plan for WA Public Schools 2016 – 2019*; *Focus 2017: Directions for Schools*; and the *Classroom First Strategy*.

The John Forrest Secondary College Business Plan 2017 – 2019 forms part of a suite of planning documents including the Delivery and Performance Agreement; Workforce Development Plan and a range of Strategic and Operational Plans.

High Performance – High Care: Strategic Plan for WA Public Schools 2016 – 2019

Priorities:

1. Success for all students
2. High quality teaching
3. Effective leadership
4. Strong governance and support



Classroom First Strategy

Strategies:

1. A focus on student achievement: success for all
2. A classroom orientation: sound teaching
3. Context specific: distinctive schools
4. Practical support: making it possible
5. Meaningful accountability: asking the hard questions
6. Public confidence: trusting public schools

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.

Demographics

- John Forrest Secondary College has a steadily increasing Index of Community Socio-Educational Advantage (ICSEA). The 2017 ICSEA is 1018 – just above the national mean of 1000 – placing the college in the 57th percentile of all schools.
- Students are from a broad range of socio-economic and cultural backgrounds:
 - 4% of students are Aboriginal and Torres Strait Islanders
 - 26% of students are from a language background other than English
 - 25% of students born in a country other than Australia and typically there are around 50 different countries of origin.
- The College commitment to Approved Specialist Programs in Music, Cricket, Netball and Tennis; combined with excellent local public transport; has resulted in a large proportion of the student enrolment being from outside of the local intake area.
- The College's high fee collection rate of 92% clearly indicates the John Forrest Secondary College community values education.

Surrounding developments

- Urban infill continues to impact on the population density; increasing the number of families living in the local intake area. City of Bayswater planning indicates a continuation of this trend, raising student numbers and placing greater demand on the college infrastructure. Growth projections suggest enrolments could expand to between 1400 – 1500 students.

Facilities

- Existing facilities can accommodate approximately 1150 students. The Western Australian Government has committed to a \$50 million redevelopment of College facilities, with building to commence in the 2020 – 2021 financial year. Planning will commence in 2017 – 2018, followed by the appointment of an architect in the 2019 – 2020 financial year.

Staffing

- In line with the Workforce Development Plan, the average age of college teaching staff has decreased over the last five years; with over one third of staff below 35 years of age.

Global Environment

- The local, national and global economic, political and employment environment continues to change at a rapid pace. As a result, students must be “future-proof” by being:
 - Active, informed and compassionate citizens;
 - confident, life-long learners; and
 - capable communicators, collaborators and critical thinkers.

Overview of Self Assessment

The College has developed a rigorous process for self-assessment that incorporates ongoing analysis of the available data at the leadership, whole school, learning area and individual teacher levels.

What the Data Tells Us: Emerging trends and Identified needs

- WACE achievement rates will be lower across the state than previous Secondary Graduation rates due to more arduous requirements being introduced (89.5% across all public schools in 2016).
- Attainment rates (ATAR > 55 or Certificate II achieved) have rapidly increased, from 47% in 2014 to 100% in 2016, as a result of increased emphasis on the completion of Certificate II courses.
- An increasing number of VET students are achieving Certificate II level qualifications and an increasing percentage of vocational education pathways have become available to students.
- The median ATAR and Tricile performance have been variable over the last five years but these have been consistent with other longitudinal achievement indicators for each cohort.
- Attendance has generally been at or above state average over the last four years.
- Improvement in attendance and academic achievement of a significant percentage of our Aboriginal and Torres Strait Islander students is a positive trend.
- Behaviour data has shown progressive and significant improvement over the last decade, with annual declines in suspension rates
- School Community Survey feedback has shown significant improvements with each successive survey from 2006 through to 2016.
- The mental health and wellbeing of students and staff can significantly affect the learning achievements of students and their ability to engage positively within their community. The College must continue to develop a comprehensive approach to student wellbeing and support; as well as demonstrating achievements in this area.

Our Priorities and Focus Areas

Our priorities and focus areas listed below emerge from and are informed by the analysis of available performance data which is considered in conjunction with the College Mission and Vision statements.

Enhanced Student Achievement

Students will be highly engaged and successful and will aspire to achieve to their potential.

High Quality Teaching

Teachers will be highly competent and effective and ongoing professional learning will be modelled and promoted.

Positive Learning Environment

The College will provide a positive, safe, caring and supportive learning environment in which core values are modelled and reinforced, learning is valued and achievement is celebrated. The College will develop a comprehensive approach to student wellbeing and support.

Enhanced Student Achievement: Targets 2017 – 2019

Target Area	Benchmark Targets 2017 – 2019	Aspirational Targets 2019
<p>Year 9 NAPLAN Year 7 NAPLAN</p> <p><i>Literacy and Numeracy Performance</i></p> <ul style="list-style-type: none"> • Reading • Writing • Spelling • Numeracy 	<p>Year 9 55% of students \geq Band 8 in Reading, Spelling and Grammar.</p> <p>Year 9 50% of students \geq Band 8 in Writing.</p> <p>Year 9 60% of students \geq Band 8 in Numeracy.</p> <p>10% increase in students above the National Minimum Standard from Year 7 to Year 9 NAPLAN.</p> <p>Year 7 and 9 Mean will be \geq State and Australian Means.</p>	<p>Year 9 60% of students \geq Band 8 in Reading, Spelling and Grammar.</p> <p>Year 9 55% of students \geq Band 8 in Writing.</p> <p>Year 9 70% of students \geq Band 8 in Numeracy.</p> <p>20% increase in students above the National Minimum Standard from Year 7 to Year 9 NAPLAN.</p> <p>Increase the mean of the stable cohort from Year 7 to Year 9 and reduce the percentage of students below the National Minimum Standard.</p>
<p>STEM</p> <p><i>Science, Technology, Engineering and Mathematics</i></p>	<p>All students exposed to cross curricular STEM program during Years 7 and 8.</p> <p>Establish optional STEM opportunities for students in Years 9 and 10.</p>	<p>Increased number of students seeking employment or further education in STEM.</p>
<p>Individual Learning Programs</p>	<p>Establish tailored learning programs for all students with an identified learning disability and all Enrichment students.</p>	<p>Tailored learning programs in place for all students with an identified learning disability, all Aboriginal, Enrichment, EALD, and gifted and talented students.</p>
<p>WACE Literacy and Numeracy</p> <p><i>OLNA</i></p>	<p>80% of Year 10 and 90% of Year 11 students demonstrate the literacy and numeracy standard.</p> <p>95% Year 12 students demonstrate the literacy and numeracy standard.</p>	<p>100% Year 12 students demonstrate the literacy and numeracy standard.</p>
<p>Course Achievement</p> <p><i>Year 7, 8, 9, 10, 11 and 12 cohorts Course achievement</i></p>	<p>Percentage of A and B grades $>$ State and Like Schools.</p>	<p>Reduce the percentage of D and E grades achieved by each cohort from Year 7 to Year 10; and Year 11 to Year 12.</p>
<p>WACE Graduation</p>	<p>WACE Achievement $>$ 90%</p>	<p>WACE Achievement $>$ 95%</p>
<p>Attainment Rate</p> <p><i>ATAR $>$ 55 and / or completion of Cert II or higher</i></p>	<p>Attainment $>$ 90%</p>	<p>Attainment $>$ 95%</p>
<p>Year 11 and 12 students with one or more scores of 75+</p>	<p>20% of Year 11 and 12 students achieve one or more score of 75+.</p> <p>15% of Year 12 ATAR students achieve one or more score of 75+.</p>	<p>30% of Year 11 and 12 students achieve one or more score of 75+.</p> <p>ATAR students in the top and middle triles $>$ state mean.</p>

High Quality Teaching: Targets 2017 – 2019

Target Area	Benchmark Targets 2017 – 2019	Aspirational Targets 2019
Peer coaching <i>Teachers learn together and from one another by observation and reflective discussions.</i>	All teachers engage in multiple classroom observation rounds each semester; inclusive of at least one conference per year.	Embed whole college approach and language to peer classroom observation to provide robust, professional feedback.
Learning Technologies <i>Teachers integrate learning technologies into curriculum delivery.</i>	Increase teachers' use of learning technologies in their teaching and learning programs.	All teachers use learning technologies in their teaching and learning programs.
Pedagogy <i>Teachers use innovative and relevant teaching and learning strategies in curriculum delivery to improve student learning outcomes.</i>	All teachers effectively incorporate identified engagement and teaching strategies into their daily teaching.	All teachers use and share innovative and relevant teaching and learning strategies in curriculum delivery.
Student engagement <i>Increased student engagement and behaviour.</i>	Develop agreed expectations and standards in relation to the work habits, participation and engagement elements of the reporting attribute data. Rewards and recognition for positive academic choices embedded into teacher practice.	Student participation and engagement reviewed against agreed standards, and informs college decision making. All students receive reward or recognition for positive academic choices.
Student/parent satisfaction about quality of teaching	Overall survey results demonstrate improved rates of satisfaction.	All surveyed areas demonstrate improved rates of satisfaction.

Positive Learning Environment: Targets 2017 – 2019

Target Area	Benchmark Targets 2017 – 2019	Aspirational Targets 2019
Maintain and improve student attendance	Each Year 7–12 cohort attendance average will equal or exceed state and like schools.	Each Year 7 – 12 cohort attendance averages will aspire to exceed 91%.
Expand community engagement in the college	Continue to increase University, TAFE, business and community partnerships to broaden student curriculum and learning opportunities.	Alternative entrance pathways to University studies are available to Year 12 students.
Staff mental health and wellbeing	Increase staff awareness of mental health and wellbeing and factors affecting the wellbeing of colleagues and themselves.	Staff report increased understanding of, and capability to respond to, concerns about staff mental health and wellbeing.
Student mental health and wellbeing.	Develop and/or implement a program to improve the positive wellbeing of students.	Students will annually report improved levels of wellbeing.