



## **2014-2016 Business Plan**



**JOHN FORREST**  
Secondary College  
INDEPENDENT PUBLIC SCHOOL



John Forrest Secondary College is a progressive, comprehensive college with a proud tradition of excellence in both the achievement of its students and the quality and range of programs on offer.

The extensive range of specialist facilities that support the College's learning programs includes a new state-of-the-art Trade Training Centre, specialist classrooms for Science, Photography, Music, Art, Design and Technology, Home Economics, Media, Drama, Languages and Information Technology as well as a Pre Vocational Centre, Computer Laboratories, a Gymnasium, a Dance Studio, a Library Resource Centre, Career Information Centre and a turf wicket. Full integration of technology into the teaching and learning activities is supported through the provision of a sophisticated computer network.

A wide range of programs at John Forrest offer extended learning opportunities for students. These include:

- Department of Education Endorsed Specialist Programs in the areas of Cricket, Netball, Tennis and Music.
- Academic Excellence and Scholarship Program - a college based extension program for students in Years 7 to 10.
- College based computer science program.
- Well established Vocation Enterprise and Training (VET) Centre and programs providing individualised vocational and workplace learning opportunities for all students.
- Enrichment programs providing extra support in the areas of literacy and numeracy.
- Cadets - A Bush Ranger program.
- Pre-apprenticeship and School Based Apprenticeship Programs in Plumbing and Gas Fitting, Painting and Decorating and Building and Construction..

Our college boasts a strong pastoral care tradition and a Student Services team that competently and effectively responds to the needs of students. REO (Respect Each Other) is a whole of college program that promotes the development and maintenance of positive working relationships across the college.

Based on our guiding vision, our college is characterised by an ethos to care for the whole child, to provide an education that recognises and values diversity and to offer all students the opportunity to succeed. The John Forrest Secondary College community promotes an environment that is friendly, inclusive and responsive and embedded within the culture of the college is the recognition that we have the right to experience a safe learning and working environment.

## The John Forrest Secondary College Business Plan 2014–2016

This plan was created in collaboration with the College Board and college staff. It outlines the Priority and 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 outlined in the Department of Education Excellence and Equity Strategic Plan for WA Public Schools 2012–2015, Focus 2014 Directions for Schools and the Classrooms First Strategy form part of a suite of planning documents including the Delivery and Performance Agreement, the Workforce Development Plan and the College Strategic and Operational Plans.

## 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 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

- The nature and composition of the student cohort is very changeable with approximately 55% of students coming from out of the local catchment area. This leads to great variation on cohort makeup from year to year.
- We have an increasing number of new arrivals from Africa and Asia each year which has increased the proportion of students with English as a second language and the range of ethnic groups within the college. Some of these families have unrealistic aspirations for their students during Year 11 and 12 and lack knowledge of the lucrative career pathway options available through trade and industry training.
- The College Index of Community Socio-Educational Advantage (ICSEA) value is 1006.00 (4) decile and an average ICSEA value 1000.00.
- The College's high fee collection rate of 92% clearly indicates the John Forrest secondary College community value education.
- Our students come from families from a wide range of socioeconomic backgrounds and the aspirations of students and their families range from further study at university and Training WA, apprenticeship or other further training to direct entry to employment.

### Surrounding developments

- Some renewal in Bayswater, Embleton and Ashfield areas has occurred resulting in an increased proportion of the high ability students from these schools selecting to attend private schools.
- Plans exist for a higher density housing development closer to Galleria.
- Growth has occurred in the size of nearby private schools such as Chisholm College, La Salle, Swan Christian College, Perth College and John Septimus Roe.

### Half Cohort (Year 8 2010)

- Many nearby private schools and Mount Lawley Senior High School attracted the top end of this small cohort from John Forrest. The Year 7 NAPLAN data for this cohort identifies a less able cohort which will impact on Year 12 results in 2014.

### Year 7 2015 Introduction into Government Secondary Schools

- With the introduction of the Year 7 cohort in 2015 and the half cohort (2010) exiting the school system John Forrest's student population is expected to grow from 750 to approximately 1000.

### Staffing

- Staffing shortages are expected to become significant in 2015 in WA Secondary Schools due to the Year 7 intake. Based on local primary school enrolment data it is expected John Forrest student population will increase to approximately 1000 students in 2015. John Forrest will require an additional ten teachers and two front office clerical staff.

### Changes to WACE requirements 2016

- With the changes to the requirements to achieve the Western Australian Certificate of Education it is predicted by the School Curriculum and Standards Authority 10–15% of students will not achieve WACE at the completion of Year 12 from 2016 onwards. This system wide change will provide a significant challenge to John Forrest to maintain its high WACE achievement rate in 2016.

## Economic Environment

- Western Australia's economic development, fuelled by resource and construction industries, has highlighted workforce gaps and skills shortages. This environment provides further opportunities for John Forrest to develop programs of excellence to address the workforce needs in these key areas.
- With economic downturn across Australia it is expected unemployment will rise over the next three years. This provides a significant challenge for John Forrest Secondary College to provide all students with the knowledge, skills and qualifications to successfully access further education and/or training and/or employment.

## 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

- Graduation rates have been above 99% for the last three years and above Department of Education average over the last eight years.
- The percentage of ATAR students with one or more scaled scores above 75 has been at 18 - 20% for the last four years (except for 2012).
- 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.
- With the inclusion of Stage 2 courses in the calculation of the ATAR, a higher percentage of John Forrest Year 12 students are achieving university entrance.
- 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.
- With the exception of grammar and punctuation, NAPLAN results have been within the expected range (within one standard deviation of the predicated school mean) for the last three years. In 2013, all results (including Reading) were within the expected range but were slightly below like schools.
- Science and Society and Environment WAMSE results over the last three years have been within the expected range. In 2013 across all four strands students performed above the State mean score.
- Pre and post test results for Year 8 students involved in the Soundway literacy program over the last two years have demonstrated a consistent improvement in reading and spelling age. In 2013, the mean increase in reading age for the target group was 2.9 and the mean increase in spelling age was 2.7 years.
- Attendance has generally been at or above state average for all year groups over the last four years.

- Improvement in attendance and academic achievement of a significant percentage of our aboriginal students is a positive trend.
- Behaviour data has shown progressive and significant improvement since 2007 with 2010 suspensions approximately one third of the 2007 level. The 2010 - 2013 behaviour data has shown a continued decline in student suspension rate in each academic year.
- School Community Survey feedback has shown significant improvements with each successive survey since 2006.

## 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.

### **Student Achievement**

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

### **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.

## Student Achievement Targets 2014–2016

Target Area	Benchmark Targets 2014-2016	Aspirational Targets 2016
Year 9 Naplan. Year 7 Naplan 2015-2016.  Literacy and Numeracy Performance <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Spelling</li> <li>• Numeracy</li> </ul>	Year 9 45% of students $\geq$ Band 8  Year 7 and 9 Mean will be $\geq$ State and Australian Means.	Year 9 50% of students $\geq$ Band 8  Increase the mean of the stable cohort from Year 7 to Year 9 and reduce the percentage of students < national minimum standard.
WACE Literacy and Numeracy Requirements.	80% of Year 10 and 90% of Year 11 students achieve requirements.	All Year 12 students achieve requirements.
Year 7 (2015), 8, 9, 10, 11 and 12 cohorts Course Achievement	Percentage of A and B grades > DOE and Like Schools	Reduce the percentage of D and E grades achieved by each cohort from Year 7 to Year 10 and Year 11 to Year 12.
WACE Graduation	>99% (2014 – 2015) >90% (2016)	> 95%
Attainment Rate – ATAR >55 and / or completion of Cert II or higher	2014 - >75% 2015 - >85% 2016 - >90%	>95%
Year 11 and 12 students with 1 or more scores of 75+	Year 11 and 12 students >20% Year 12 ATAR students > 15% scaled scores of 75+	Year 11 and 12 students >30% ATAR students achieve > state mean in top and middle triles



## Quality Teaching Targets 2014-2016

Target Area	Benchmark Targets 2014-2016	Aspirational Targets 2016
Peer coaching – teachers learn together and from one another by observation and reflective discussions.	All teachers engage in a minimum of 1 classroom visit each semester providing feedback and support for colleagues	Use of whole college approach and language to peer classroom observation to provide robust, professional feedback.
Teachers Integrate learning technologies into curriculum delivery	Increase teachers use of Interactive Smartboards and other technologies in their teaching and learning programs	All teachers use Interactive Smartboards and other technologies in their teaching and learning programs
Pedagogy - Teachers use innovative and relevant teaching and learning strategies in curriculum delivery to improve student learning outcomes.	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.

## Positive Learning Environment Targets 2014-2016

Target Area	Benchmark Targets 2014-2016	Aspirational Targets 2016
Develop and implement a curriculum, an appropriate teaching and learning environment and pastoral care structures for Year 7 students commencing 2015.	2014 The college will have an effective operational and management plan in place to ensure the smooth transition of Year 7s into John Forrest in 2015  2015 Successful Year 7 transition.	Community confidence in John Forrest reflected in local area enrolments being maintained at 180–200 students and positive community survey data.
Maintain and improve student attendance and behaviour.	Each Year 7–12 cohort attendance average will equal or exceed state and like school.  Each Year 7-12 cohort suspension rate for individual students will be less than the previous year.	Each Year 7 – 12 cohort attendance averages will aspire to exceed 91%.  Each Year 7–12 cohort suspension rate for individual male students will be less than the previous year.
Expand community engagement in the college.	Increase University, Tafe, business and community partnerships to broaden student curriculum and learning opportunities.	College awarded state and national VET in Schools Award for community partnerships.

## COLLEGE OPERATIONAL PLANNING

### (Linking the Business Plan Targets to College Operations)

Student achievement academic and non academic includes program development, resourcing and analysis of student performance data for sub groups Male, Female, EALD, Indigenous, ESU, Enrichment, AEP, SSEP and Specialist Programs – Cricket, Netball, Tennis and Music. The sub groups will be reported on against each target as appropriate in the Business Plan Target Monitoring Tool document.

### STUDENT ACHIEVEMENT

TARGETS	MAJOR WHOLE COLLEGE STRATEGIES
<p>Year 9 Naplan. Year 7 Naplan 2015–2016</p> <p>Literacy and Numeracy Performance:</p> <ul style="list-style-type: none"> <li>• Reading.</li> <li>• Writing.</li> <li>• Spelling.</li> <li>• Numeracy.</li> </ul> <ul style="list-style-type: none"> <li>• Year 9 45% of students <math>\geq</math> Band 8.</li> <li>• Year 7 and 9 Mean will be <math>\geq</math> State and Australian Means.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 and 9 Naplan and SAIS Achievement data will be available at the individual class level with professional learning provided for all staff at the commencement of each year and throughout.</li> <li>• College literacy test administered and analysed for incoming Year 7 and 8 cohorts.</li> <li>• Revise and implement whole college strategies that improve literacy and numeracy in Years 7-12.</li> <li>• Learning Area Plans embed literacy skill development into curriculum content and delivery.</li> <li>• The Soundway program will be extended in 2015 to include all Year 7 and 8 students at educational risk.</li> <li>• Year 7–9 Enrichment class structure to provide intensive literacy support for students below the National Benchmark.</li> <li>• Spell Off program delivered to Year 7–12 in form class daily.</li> <li>• Literacy feedback chart incorporated into assessed student work coversheet.</li> <li>• All staff consistently use formats provided in planner.</li> </ul>
<ul style="list-style-type: none"> <li>• 2016 <i>Aspirational</i> Year 9 50% of students <math>&gt;</math>Band 8.</li> <li>• 2016 <i>Aspirational</i> Increase the mean of the stable cohort from Year 7 to Year 9 and reduce the percentage of students <math>&lt;</math> national minimum standard.</li> </ul>	
<p>WACE Literacy and Numeracy Requirements</p> <ul style="list-style-type: none"> <li>• 80% of Year 10 and 90% of Year 11 students achieve requirements.</li> </ul>	
<ul style="list-style-type: none"> <li>• 2016 <i>Aspirational</i> All Year 12 students achieve requirements.</li> </ul>	<p>As Above</p> <ul style="list-style-type: none"> <li>• Year 10–12 OLNA Achievement data will be available at the individual class level with professional learning provided for all staff at the commencement of each year and throughout.</li> <li>• Monitoring and extra tutoring for Year 10 – 12 students at risk of not meeting WACE literacy and numeracy requirements (OLNA).</li> <li>• Senior School Engagement Program (Step Up) for students at educational risk.</li> </ul>

TARGETS	MAJOR WHOLE COLLEGE STRATEGIES
<p>Year 7 (2015), 8, 9, 10, 11 and 12 cohorts Course Achievement:</p> <ul style="list-style-type: none"> <li>Percentage of A and B grades &gt; DOE and Like Schools.</li> </ul>	<ul style="list-style-type: none"> <li>High expectations and standards modelled across all classrooms.</li> <li>All staff conducts regular and detailed review of student performance data to inform their planning and teaching to improve student outcomes.</li> <li>Learning areas review performance against state, like schools and national benchmarks.</li> <li>Review and further develop Year 7 and 8 Induction Program.</li> <li>Student achievement self reflection and goal setting for improvement program is revised and further developed.</li> <li>Year 8–12 Exams.</li> <li>Year 7 exam preparation skills program developed and delivered.</li> <li>Exam preparation and revision programs Year 8–12.</li> <li>Whole college academic awards and recognition program.</li> <li>Close follow up and monitoring of individual Year 8-12 students by Deputy Principals, HOLAs, Year Coordinators, Curriculum Coordinator, Academic Coordinator and teachers to ensure all students are maximising performance in appropriate pathways.</li> <li>Consistent teacher judgements - All teachers engage in consensus moderation within their learning area, local schools and small group moderation.</li> <li>Staff professional learning opportunities that communicate exemplary teaching practice for specific cohorts.</li> <li>College library open after school hours for student homework classes and private study.</li> </ul>
<ul style="list-style-type: none"> <li>2016 <i>Aspirational</i> Reduce the percentage of D and E grades achieved by each cohort from Year 7 to Year 10 and Year 11 to Year 12.</li> </ul>	
<p>WACE Graduation</p> <ul style="list-style-type: none"> <li>&gt;99% (2014 – 2015) &gt;90% (2016).</li> </ul>	<p>As Above</p> <ul style="list-style-type: none"> <li>Appointment of an Senior School Achievement Coordinator.</li> <li>Appoint and train a dedicated Year 10 to 11 transition subject counselling team.</li> <li>Compulsory Year 10 student and parent senior school course selection counselling interviews.</li> <li>Year 11 and 12 Course prerequisites.</li> <li>Parent WACE and course information evenings.</li> <li>Regular and informative course counselling for Year 10–12 students to ensure successful pathways that enable graduation and wellbeing.</li> <li>Develop programs and support that align curriculum for Year 7 through to Year 12 and across lower school to senior school.</li> <li>Close follow up and monitoring of individual</li> </ul>
<ul style="list-style-type: none"> <li>2016 <i>Aspirational</i> &gt; 95%.</li> </ul>	

TARGETS	MAJOR WHOLE COLLEGE STRATEGIES
	<p>Year 11 and 12 students by Senior School Deputy Principal and Academic Coordinator to ensure students are maximising performance in appropriate pathways.</p> <ul style="list-style-type: none"> <li>• The suite of Senior School Programs target diverse student needs (eg ATAR, General, VET, Step Up, Ed Support).</li> <li>• Support students with special needs through tailored support programs and resourcing.</li> <li>• Extra tuition/homework classes available to students.</li> <li>• Staff, student and parent student academic achievement satisfaction survey.</li> </ul>
<p>Attainment Rate – ATAR &gt;55 and/or completion of Cert II or higher:</p> <ul style="list-style-type: none"> <li>• 2014 - &gt;75%</li> <li>• 2015 - &gt;85%</li> <li>• 2016 - &gt;90%</li> </ul>	<p>As Above</p> <ul style="list-style-type: none"> <li>• Establish a VET factuality and student career information centre.</li> <li>• Employ a work placement officer.</li> <li>• Continue with year 10 work experience program.</li> <li>• Expand industry links in the local area.</li> </ul>
<ul style="list-style-type: none"> <li>• 2016 <i>Aspirational</i> &gt;95%</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a whole college approach to the implementation, promotion and support of Certificate II vocational pathways.</li> <li>• Increase status of cert and vet courses. Remove Instep labelling; develop a Senior School Course selection culture.</li> <li>• Investigate and increase Cert II offerings on the Senior School Timetable grid.</li> <li>• Provide training opportunities for staff to complete a Certificate IV, course competencies and relevant industry experience required to deliver Cert programs.</li> <li>• All Senior School students to complete a Cert II or higher. An exemption to completing a Cert II or higher maybe granted in consultation with the Senior School Deputy Principal to a high achieving 6 ATAR Course students.</li> <li>• Continue links with ECU, Curtin and UWA to inspire students to consider university as a pathway.</li> </ul>
<p>Year 11 and 12 students with 1 or more scores of 75+:</p> <ul style="list-style-type: none"> <li>• Year 11 and 12 students &gt;20%.</li> <li>• Year 12 ATAR students &gt; 15% scaled scores of 75+.</li> </ul>	<p>As Above</p> <ul style="list-style-type: none"> <li>• Student mentoring and monitoring.</li> <li>• ATAR Course Revision Seminars.</li> <li>• College study skills program.</li> </ul>
<ul style="list-style-type: none"> <li>• 2016 <i>Aspirational</i> Year 11 and 12 students &gt;30%.</li> <li>• 2016 <i>Aspirational</i> ATAR students achieve &gt; state mean in top and middle triles.</li> </ul>	

## QUALITY TEACHING

TARGETS	MAJOR WHOLE COLLEGE STRATEGIES
<p>Peer coaching – teachers learn together and from one another by observation and reflective discussions.</p> <ul style="list-style-type: none"> <li>All teachers engage in a minimum of 1 classroom visit each semester providing feedback and support for colleagues</li> </ul> <p>2016 <i>Aspirational</i> Use of whole college approach to peer classroom observation and language to provide robust, professional feedback.</p>	<ul style="list-style-type: none"> <li>Develop the college leadership team's capacity to be effective instructional leaders to enable capacity building of staff.</li> <li>Train two peer observation coaching facilitators to build capacity in staff to engage in collegiate               <ul style="list-style-type: none"> <li>Peer classroom observation.</li> <li>Provide feedback and support.</li> </ul> </li> <li>Peer observation processes, support structures and appropriate documentation are developed.</li> <li>All staff engages in Peer Observation professional learning sessions delivered by trained staff peer coaches and outside facilitators.</li> <li>Work towards all staff completing the Classroom Management and Instructional Strategies (CMS) qualification or similar qualification.</li> <li>Staff Performance Management and National Standards for Teachers and Leaders to guide the focus for peer observations.</li> <li>Staff form a peer observation partnership with a colleague.</li> </ul>
<p>Teachers Integrate learning technologies into curriculum delivery</p> <ul style="list-style-type: none"> <li>Increase teachers use of Interactive Smartboards and other technologies in their teaching and learning programs</li> </ul> <p>2016 <i>Aspirational</i> All teachers use Interactive Smartboards and other technologies in their teaching and learning programs</p>	<ul style="list-style-type: none"> <li>Revise and implement a whole college digital plan for teaching and learning in the classroom.</li> <li>Focus groups learning area train the trainer model professional learning activities to be delivered on rotation at staff meetings and professional development days.</li> <li>Scheduled individual staff in class (ICT) coaching facilitated by the ICT coordinator.</li> <li>The college's needs and delivery is monitored by the IT committee (Learning Area Representatives).</li> <li>ICT professional learning opportunities are provided regularly to build staff capacity to incorporate technology into their curriculum delivery.</li> <li>Interactive white boards to be installed in most classrooms.</li> <li>Student computer range to be maintained at 1:1 ratio.</li> </ul>
<p>Pedagogy - Teachers use innovative and relevant teaching and learning strategies in curriculum delivery to improve student learning outcomes.</p> <ul style="list-style-type: none"> <li>All teachers effectively incorporate identified engagement and teaching strategies into their daily teaching.</li> </ul> <p>2016 <i>Aspirational</i> All teachers use and share innovative and relevant teaching and learning strategies in curriculum delivery</p>	<ul style="list-style-type: none"> <li>College to develop a suite of teaching strategies that engage, extend and enrich student learning.</li> <li>Pedagogy professional learning opportunities are provided regularly to build staff capacity to incorporate engaging and effective teaching strategies into their curriculum delivery.</li> <li>All learning areas and staff to build a set of differentiated learning strategies that are communicated at learning area meetings.</li> <li>Staff, student and parent quality teaching satisfaction survey.</li> </ul>

## POSITIVE TEACHING ENVIRONMENT

TARGETS	MAJOR WHOLE COLLEGE STRATEGIES
<p>Develop and implement a curriculum, an appropriate teaching and learning environment and pastoral care structures for Year 7 students commencing 2015.</p> <ul style="list-style-type: none"> <li>2014 The college will have an effective operational and management plan in place to ensure the smooth transition of Year 7s into John Forrest in 2015</li> <li>2015 Successful Year 7 transition.</li> </ul> <p>2016 <i>Aspirational</i> Community confidence in John Forrest reflected in local area enrolments being maintained at 180 – 200 students and positive community survey data.</p>	<ul style="list-style-type: none"> <li>Develop and implement a curriculum, an appropriate teaching and learning environment and pastoral care structures for Year 7 students commencing 2015.</li> <li>Appoint a Year 7 and 8 Deputy Principal.</li> <li>Appoint a Year 7 Year Coordinator.</li> <li>Appoint additional teaching and support staff.</li> <li>Learning Areas develop Year 7 course and assessment program .</li> <li>Specialist Programmes Cricket, Netball, Tennis and Music development for Year 7 students.</li> <li>Academic Excellence and Enrichment Program curriculum development.</li> <li>Allocate year 7 course fees and charges.</li> <li>Upgrade year 7 classrooms, purchase student desks and chairs and landscape science quad.</li> <li>Incorporate Year 7 students into college induction and Peer Support program.</li> <li>Schedule separate orientation days for Year 7 and Year 8.</li> <li>Design a Year 7 parent information page for the college website.</li> <li>Visit primary schools to discuss transition issues with staff and parents.</li> <li>Combined secondary and primary staff professional development and dialogue opportunities to discuss Year 7 transition issues.</li> </ul>
<p>Maintain and improve student attendance and behaviour.</p> <ul style="list-style-type: none"> <li>Each Year 7–12 cohort attendance average will equal or exceed state and like school.</li> <li>Each Year 7-12 cohort suspension rate for individual students will be less than the previous year.</li> </ul> <p>2016 <i>Aspirational</i> Each Year 7–12 cohort attendance averages will aspire to exceed 91%.</p> <ul style="list-style-type: none"> <li>Each Year 7–12 cohort suspension rate for individual male students will be less than the previous year.</li> </ul>	<ul style="list-style-type: none"> <li>Whole college academic, sporting, cultural and community service awards and recognition program.</li> <li>Student Services Manager coordinates, develop, implements and monitors attendance and BMIS Policies and Plans.</li> <li>Provide a safe and caring learning environment where every child is supported to achieve their potential.</li> <li>The Student Services Team implement pastoral care processes to assist students identified in need of short/long term emotional wellbeing support.</li> <li>Ongoing communication to students and parents</li> </ul>



TARGETS	MAJOR WHOLE COLLEGE STRATEGIES
	<p>to support an increase in regular student attendance.</p> <ul style="list-style-type: none"> <li>• Year Coordinators monitor student attendance weekly and intervene when student attendance is below 90% and to reduce unexplained absences.</li> <li>• Student Services Manager liaises with regional Office and college AIEO to conduct visits to families to support parents to take greater responsibilities for their child's attendance at school.</li> <li>• Staff use appropriate classroom management strategies in classrooms to manage student behaviour.</li> <li>• Respect Each Other (REO) program maintains a high profile in the college.</li> <li>• Ongoing professional learning to reinforce strategies to maintain positive working relationships with students.</li> <li>• Staff, student and parent learning environment satisfaction survey</li> </ul>
<p>Expand community engagement in the college.</p> <ul style="list-style-type: none"> <li>• Increase University, Tafe, business and community partnerships to broaden student curriculum and learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular communication, marketing and promotion of educational partnerships, classroom and college successes in the community</li> <li>• Show case college student and staff talents and achievements through public performances and events.</li> <li>• Maintain current and establish new college industry/business partnerships that provide opportunities for students and staff work experience and course development.</li> <li>• Survey parents, students and community members to establish a register for possible future business partnerships.</li> <li>• Further explore and develop Specialist Programs Patron links with industry and universities.</li> <li>• Community Grant applications to fund improved facilities and student learning programs.</li> </ul>
<ul style="list-style-type: none"> <li>• 2016 <i>Aspirational</i> College awarded state and national VET in Schools Award for community partnerships.</li> </ul>	

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