



Department of
Education

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Public education
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John Forrest Secondary College

Public School Review

October 2020



PUBLIC SCHOOL REVIEW

Purpose

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. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

The principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either:

- the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or
- the Principals' Statement of Expectations

together with the Funding Agreement for Schools.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.



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Context

John Forrest Secondary College is located in the suburb of Morley, approximately eight kilometres from the Perth central business district, within the North Metropolitan Education Region. The college was established in 1962 and gained Independent Public School status in 2011.

There are a number of specialist programs delivered at the college including cricket, music, netball and tennis. A dedicated Trade Training Centre for students pursuing a career in plumbing and gas fitting, painting and decorating, and building and construction trades is also onsite.

John Forrest Secondary College has an Index of Community Socio-Educational Advantage of 1025 (decile 4). Currently, there are 1114 students enrolled from Year 7 to Year 12, with numbers remaining steady in recent years.

The college's physical environment, including the many trees and well-tended gardens, creates a positive learning ambience, which is noticeable upon entering the campus.

Community support for the college is conspicuously evident through the work of the College Board.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- A wide range of evidence from multiple sources was selected for analysis.
- Planned actions were identified and appropriate to support future planning.
- The college's rigorous self-assessment processes demonstrated a commitment to improvement and accountability.
- The engagement of staff expanded the range and depth of the college's self-reflection ethos during the validation phase. It demonstrated the depth of understanding and ownership of the college's performance.
- The planning intentions described in the school's self-assessment submission were elaborated on during the validation visit by leadership, teaching staff, support staff and parent representatives.
- The Electronic School Assessment Tool (ESAT) submission provided a transparent and detailed account of the current college context, performance and the planning of priorities in the business plan.
- The college's claim to be delivering a safe, inclusive and highly motivating culture for students, was endorsed immeasurably through the direct involvement of students in the validation process.

Relationships and partnerships	
<p>Successful organisations have an embedded culture consisting of positive attitudes, behaviours and values. Building affiliative relations, both internal and external, has contributed to the strong belief that John Forrest Secondary College is respected for its relational priorities and valued for its moral purpose.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Relational leadership is modelled by college leaders. In return, staff exhibit high levels of professional obligation and personal accountability. • Integrity is the centre-piece value of the leadership team and its relationship with students, staff and the community it serves. • The Board's diverse composition and different styles of thinking offer an excellent opportunity to consider college development options. • Surveys indicate very high levels of student, staff and parent satisfaction. • A distributed leadership model reflects the Principal's growth mindset. Leadership opportunities are offered to staff aligned to their passion and skill. • A student initiated survey in 2019, ahead of National Teachers' Day, was described by teachers as the most profoundly powerful and impacting feedback they had ever received with every teacher receiving positive comments.

Learning environment	
<p>Students receive high levels of pastoral care through a multi-layered approach, which is acknowledged and well respected by parents and the wider community. A strong staff moral intent is evident, creating a distinctive and productive learning environment.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Diversity and inclusion are firmly embedded across the campus and reflect a unified culture of respect, acceptance and high achievement. • Staff are empowered and encouraged to identify and report anecdotal observations that may be an early indicator of student need. • The college's values of inclusivity and care are widely acknowledged and appreciated by parents and the community. • Support structures and processes exist to ensure that students at educational risk are managed with care and respect. • The Staff Health and Wellbeing Committee provides authentic opportunities to explore strategies that sustain staff social/emotional and physical fitness. • Students with intellectual disability are integrated fully into mainstream educational classes. • The proposed \$50 million redevelopment creates an ideal opportunity to design a learning environment to meet the 21st century needs of students and staff.

Leadership

Described as supportive, available, receptive and responsive, the leadership team has clear expectations for staff as collaborators and active contributors to the college's positive learning culture. The leadership team demonstrates a strong understanding and commitment to community values.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The resurgence of the college's reputation with its local community is attributed to the Principal's unswerving and unrelenting focus on care for students and staff, and the relentless modelling of professional and personal excellence. • College leaders are highly visible, accessible and accountable. Staff feel empowered to lead, innovate, contribute and provide feedback. • Classroom observations and feedback from peers, together with instructional conversations, feature as part of the college's intention to embed an ethos of feedback as a pathway to college success. • The link between College Board governance and an ethos of public accountability is evident. • The College Board offers compelling management perspectives in combination with its advocacy role. It provides the college with a rich vein of experience and expertise to draw upon. • There is irrefutable evidence of the Principal's deep understanding of the power of pursuing the 21st century relational leadership paradigm.
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Use of resources

The college recognises the need to review, filter and organise resources to maximise staff access to high-quality programs and facilities. Robust financial plans are in place to ensure purchases relate specifically to the improvement of student outcomes.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A strong sense of moral responsibility and a belief that every student deserves to succeed, drive the decisions behind resource allocations. • A long-serving, stable workforce is managed through a comprehensive workforce plan that articulates anticipated future growth, together with a recruitment strategy to attract new staff. • Targeted initiative and student characteristics funding drive innovative programs such as the Enrichment Program for low-achieving students and OLNA¹-focused 'Direction' classes. • The manager corporate services and the Principal have formed a formidable partnership that delivers on: strategy; logistics; and operations. This ensures the college functions as a highly effective and efficient public enterprise. • The principles that underpin the Funding Agreement for Schools are understood and applied with due diligence and probity. • There is a clear and comprehensive link between the evidence and data available and the college's allocation of resources.
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Teaching quality

The college is cultivating an evidenced-based, instructional pedagogy tailored to the needs of students. Staff demonstrate commitment to ensuring that the conditions for student success include a culture of care in combination with high expectations.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The college recognises that consistent teaching practice across learning areas facilitates seamless embedding of whole-college curriculum delivery. • A highly reflective teaching ethos underscores the college's approach to using research to validate decisions leading to school improvement. • Teachers acknowledge that systemic and school-based data analysis are legitimate levers for classroom planning and target setting. • Starting from one peer observation per semester, staff now embrace multiple rounds each semester. • The Quality Teaching Project initiative, carefully planned and implemented, augments the work of the professional learning communities and contributes to powerful pedagogical exchanges between staff. • The professional engagement between teachers and education assistants is compelling in terms of their combined impact on student learning.
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Student achievement and progress

Staff demonstrate their capacity to effectively use assessment data to monitor student success in the critical areas of literacy and numeracy. They are empowered to exchange ideas freely and create learning opportunities for the benefit of all children.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • In 2019, senior secondary performance data was sufficiently impressive to be recognised at a system level. This outcome is a result of the staff investment in student learning from the moment they commence at John Forrest Secondary College. • Impressive levels of data literacy ensure staff understand and appreciate the value of evidence-based decision making. • Data collection is sophisticated, instructional and embedded. Detailed analysis informs progress targets designed to move students from 'good' to 'better'. • Information on student achievement and progress is validated through a fine grained analysis of a range of systemic and college-based performance data. • Enrichment and OLNA-focused 'Directions' classes in Years 7 and 8 and Years 11 and 12 respectively, provides an innovative, practical and effective strategy to assist students with low levels literacy. • Curriculum structures and the extensive use of digital learning options motivate and enrich student learning enabling them to maximise their learning potential.
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Reviewers

Rod Lowther
Director, Public School Review

Paul Jones
Principal, Byford Secondary College
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations made by the review team regarding your college's performance.

Your next Public School Review is scheduled for Term 4, 2025.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Online Literacy and Numeracy Assessment