



JOHN FORREST

Secondary College

INDEPENDENT PUBLIC SCHOOL

2022 Annual School Report



ACKNOWLEDGEMENT OF COUNTRY

We wish to respectfully acknowledge the traditional owners and first peoples of this land, the Whadjuk people of the Perth region from the Noongar nation and their Elders past, present and emerging. We acknowledge, recognise, respect and seek to learn from their continuing culture and the contribution that they make to the life of this city and this region.



OUR VISION

John Forrest Secondary College seeks to be a supportive and inclusive community committed to providing challenging and diverse learning experiences which engage and encourage our students to reach their unique individual potential.

OUR PURPOSE

Our students will progress along a defined learning continuum to achieve the standards expected of them at each year of schooling.

Our students will develop the social skills and expertise and values to participate successfully in their community.

Our students will move successfully from John Forrest to further education and/or training and/or employment.

OUR VALUES

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 LEARNING VISION

Our learning culture will endeavour to ensure that everyone learns together, students and staff, and will be central to the success of our strategic intentions.

Our learning culture will be evidenced by a shared purpose as we continuously learn, adapt and change to meet the needs of our students being responsive to emerging trends of the external environment which will impact and influence the future of our students.

We will establish the environment, structures and processes to facilitate all learning so that our professional learning environment reflects and enhances our student learning environment.



INTRODUCTION

As Principal and Board Chair of John Forrest Secondary College, we are proud to present the 2022 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.

2022 presented us with many challenges, and these challenges amplified the sense of commitment and community that is the foundation of the John Forrest Secondary College culture. As a college community we cared for one another, and in partnership with parents and carers, staff focused on meeting the needs of every student. This was never more evident than over the past year, with mandatory isolation requirements and COVID safety measures resulting in fluctuating attendance and restricted opportunities for group activities. Faced with these challenges, staff and students drew on their resilience and commitment to create and engage in both curricula and co curricula opportunities. Clubs and other co curricula opportunities are an integral part of the experience at John Forrest SC, and staff and students pivoted to operate these in COVID safe ways and ensure these opportunities continued to provide connection and belonging for our students.

We sincerely acknowledge and thank all College staff for their efforts to go above and beyond in supporting our students to engage and excel in both curricula and co curricula endeavours. Even with the challenges of 2022, it was a positive year at the College, and our achievements can be celebrated by the entire community. It is the work of students, parents and carers, teachers and support staff that together enables John Forrest SC students to thrive. We are also grateful for the support of the College Board, Parents & Citizens (P&C), and all volunteers for the time and energy they commit to support our students and College.

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

On behalf of the John Forrest Secondary College staff and the College Board, we commend the 2022 Annual Report to you.



Denise Robinson
College Principal



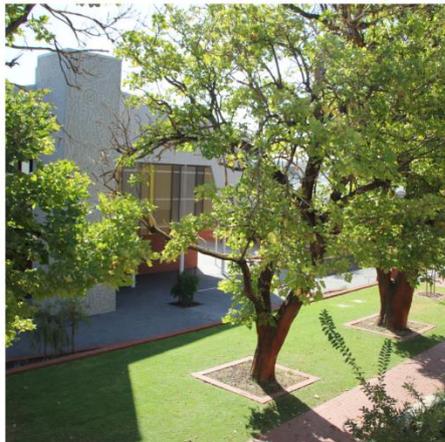
Richard Bath
College Board Chair



COLLEGE REDEVELOPMENT PROGRAM

The College redevelopment program gathered momentum in 2022, with teaching and learning commencing in the new state of the art Technologies and Arts facilities. Students participated in artist workshops to produce a collaborative artwork that will be installed in the foyer of the new Arts block. Simultaneously construction of the new gymnasium commenced. Redevelopment and refits in the established areas of the college are continuing to enhance our high-quality teaching and learning environments.

The redevelopment program has been challenged by the broader issues of the Construction Industry, including labour and material shortages. We acknowledge PS Structures (the Construction Company) for the relentless work to navigate these challenges, and to partner with the College in prioritising the continuity of high quality teaching and learning, while enabling the redevelopment to progress. We look forward to completion of the project in 2023.



HIGHLIGHTS OF THE 2022 COLLEGE YEAR

HARMONY WEEK

From a Cookbook launch, Multicultural Dress Day, cookies served from the Canteen and the Asian Culture Club producing an amazing video, it's truly been a week to remember. Thank you to everyone involved.



WASTE 2 ART EXHIBITION

JFSC and Durham Road School proudly present "Waste to Art". A fantastic collaboration displaying wearable art. Exhibition was held at the Ellis House Art Centre.



LEGACY DANCE SHOWCASE

The annual Dance Showcase, *Legacy*, was staged for the final time at Swan Park Theatre on Friday the 26 August with a vibrant, energetic, cheering live audience. Students from Year 9, Year 10 and the Certificate II Dance program staged a spirited evening of dance. Again, the evening embraced the melting pot of cultures in our Dance cohort through a program of ensembles, self-devised duets and solos, guest choreographers from WA, NT and NZ alongside the work of our dance teachers, Mrs Yates and Ms Quinn. Special guest and John Forrest alumni, Musu Kanneh once again mesmerised us with her artistry. And to close the event, awards were presented and the heartfelt farewell given to the Year 12 cohort.



PERTH DANCE CHALLENGE

The College megacrew, Hyperfusion, featuring dancers from Year 10,11 and 12, competed in the Perth Dance Challenge.

The Perth Dance Challenge is a Sydney based competition that travels to Perth twice a year. Professional adjudicators judge the items with schools from across Perth competing for titles.

John Forrest Secondary College students once again won their Hip-Hop featuring precise and entertaining choreography.



WACSSO SUNDOWNER

The JFSC Swing Band and Certificate in Music Industries students were honoured to perform for the WACSSO conference at the Crown Ballroom. The Western Australian Council of State School Organisations (WACSSO) represents approximately 650 affiliated P&Cs.



GIRLS IN STEM – CAREERS CAFE

Scientists, surgeons, engineers and technologists came to John Forrest Secondary College to talk to students in our Girls in STEM program about careers in Science, Technology, Engineering and Mathematics.

Opened by Lisa Baker MLA and headlined by Professor Fiona Wood of the Fiona Wood Foundation, Liz Cavalli from Child and Adolescent Health Services and Elizabeth Duguid from Water Corporation the students heard about potential impacts they could make and they way to find careers that might suit them.



TRY A TRADE

Year 8 and 9 students had the opportunity to participate in a Try-A-Trade day facilitated by the National Association of Women in Construction (NAWIC), Construction Training Fund (CTF) and MPA Skills.

During this girls-only event students were able to try their hands at 3 different trades – Painting, Plumbing and Carpentry. Each course was run by female instructors who work in the industry, providing students with valuable insight to how the different industries could suit them.

Feedback from all participants was that they enjoyed the experience immensely and it helped them explore ideas about their future career paths.



YEAR 8 STORYBOOKS

"Wow! I never thought I'd be able to finish something like that...but I actually wrote a good book!"

Year 8 English class held a display of their storybooks. One student exclaimed, *"Everyone worked really hard on their books to make sure we finished on time for the display, and it was so good"*. Although some felt nervous, they were proud to display their hard work, delighting in *"the cool and creative things others had made."* Students also discovered that they could write an effective story when they took the time to apply what they had learnt and drafted their work.

But, creating a narrative and images was only a small part of this task. Students were surprised to find that writing a book was a *"long, hard, process"* which developed their soft skills including persistence, organisation, and accepting and applying feedback.



STUDENT NUMBERS (SOURCE: SCHOOLS ONLINE)

JFSC has strong connections with primary schools within the local intake area and these partnerships support stability in student numbers. The redevelopment program temporarily limited the expansion of enrolments while some spaces were refurbished. As the building redevelopment program progresses, the availability of additional and specialised learning spaces will continue to support the planned increase in cohort numbers.

Semester 1	2019	2020	2021	2022
Lower School	805	784	761	765
Senior School	352	360	349	327
Total	1157	1144	1110	1092



WORKFORCE COMPOSITION

(SOURCE: SCHOOLS ONLINE)

The low rate of staff turnover at John Forrest Secondary College can be attributed to the positive teaching and learning culture and environment. This supports consistency in expectations of both staff and students and the implementation of whole school priorities and projects.

Administration Staff	#	FTE
Principals	1	1.0
Associate / Deputy / Vice Principals	4	4.0
Heads of Department and Learning Areas	6	6.0
Program Coordinators	3	3.0
Total Administration Staff	14	14.0

Teaching Staff	#	FTE
Level 3 Teachers	3	3.0
Other Teaching Staff	65	58.9
Total Teaching Staff	68	61.9

Allied Professionals	#	FTE
Clerical / Administrative	14	11.7
Gardening / Maintenance	4	3.4
Other Allied Professionals	12	11.1
Total Allied Professionals	30	26.2

TOTAL	112	102.1
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STUDENT ATTENDANCE (SOURCE: SCHOOLS ONLINE)

College Target (Business Plan 2021-2024):

We will sustain: Attendance at or above like schools for all cohorts, and to be at 90% by the end of this planning cycle.

There was a decline in attendance rate state-wide attributed to the Covid-19 pandemic, with mandatory isolation and families encouraged to keep students at home with flu symptoms. Although JFSC attendance rates dropped, we have maintained attendance rates above the average for WA Public Schools. This includes across cohort attendance rates.

Attendance % - Secondary Year Levels

	Y07	Y08	Y09	Y10	Y11	Y12
2020	91%	90%	89%	89%	90%	89%
2021	91%	87%	88%	85%	89%	86%
2022	88%	82%	81%	82%	85%	86%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%

	Attendance Rate		
	School	Like Schools	WA Public Schools
2020	89.5%	89.5%	87.3%
2021	87.7%	85.8%	84.4%
2022	84.8%	84.0%	83.0%

Attendance Category as at Semester 1, 2022

	Year 07		Year 08		Year 09		Year 10		Year 11		Year 12	
	School	WA Public Schools										
Regular	60%	49%	43%	40%	37%	37%	44%	35%	43%	41%	51%	38%
At Risk – Indicated	28%	29%	29%	29%	27%	29%	23%	29%	34%	28%	25%	30%
At Risk – Moderate	8%	15%	17%	18%	24%	20%	22%	20%	15%	18%	18%	21%
At Risk - Severe	4%	8%	12%	12%	12%	14%	11%	16%	8%	13%	6%	12%



STUDENT ACHIEVEMENT AND PROGRESS – NAPLAN

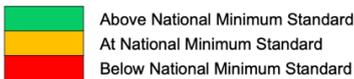
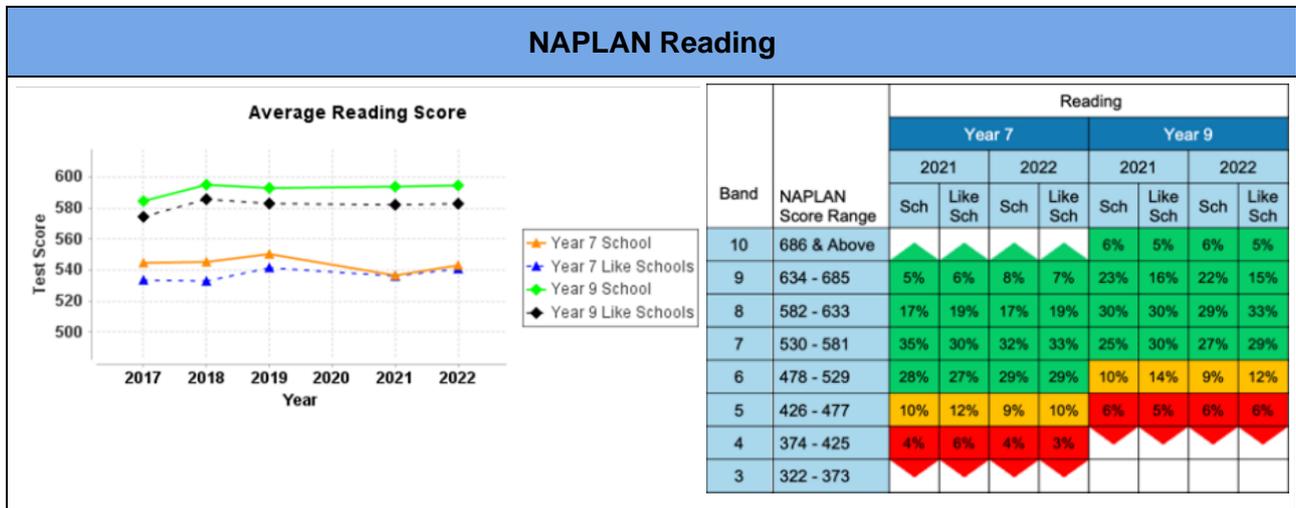
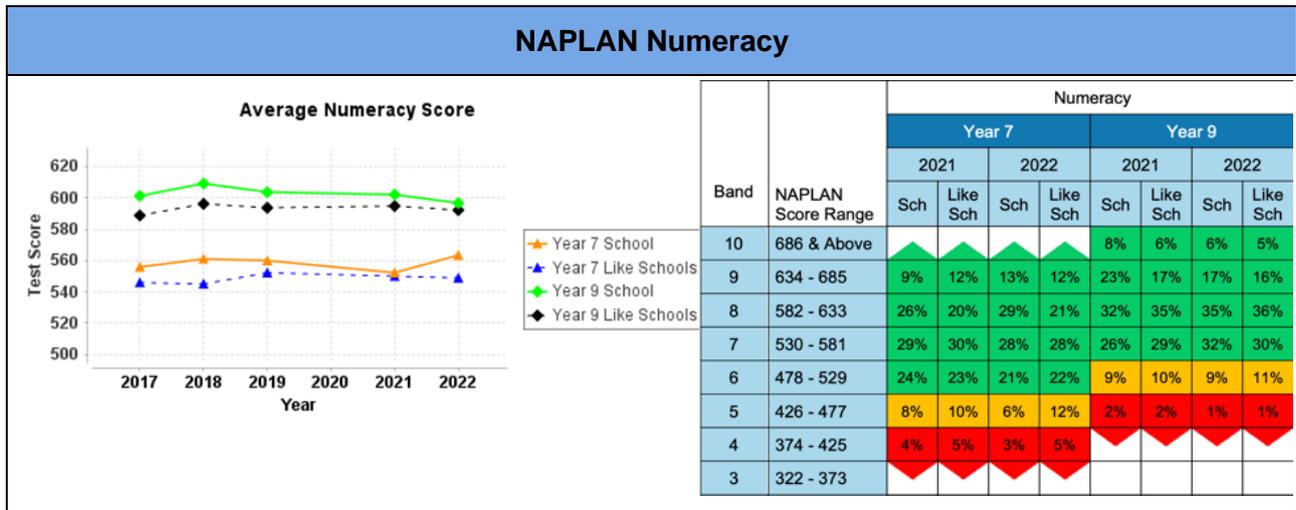
(SOURCE: SCHOOLS ONLINE)

College Targets (*Business Plan 2021 – 2024*):

We will sustain:

- NAPLAN national minimum standard for Year 7 students to be at or above like schools
- NAPLAN national minimum standard for Year 9 students to be at or above like schools

The College has achieved the NAPLAN targets set in the Business Plan, however there are lines of inquiry in our improvement planning to address the narrowing differential between Year 9 NAPLAN average scores at JFSC and like schools. A review and reset of targets will also be considered in improvement planning.

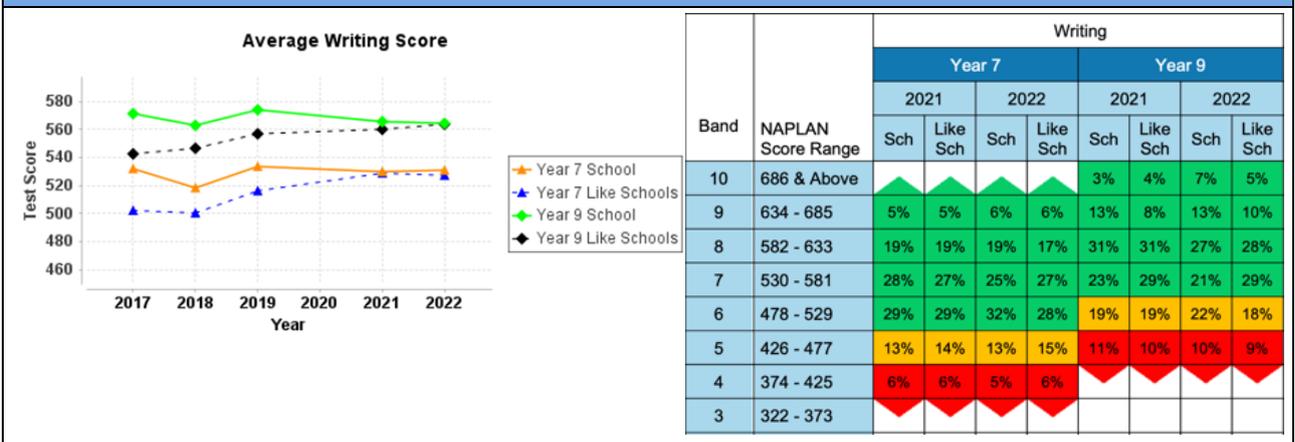


Note: In 2020 there was no NAPLAN assessment due to the Covid-19 Pandemic.

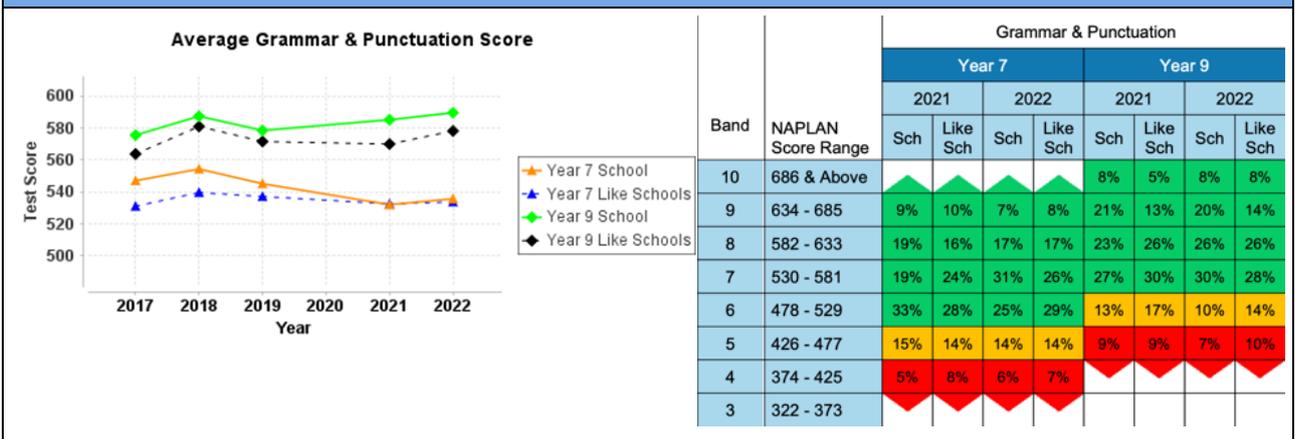




NAPLAN Writing



NAPLAN Grammar and Punctuation



■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard

Note: In 2020 there was no NAPLAN assessment due to the Covid-19 Pandemic.



YEAR 12 OUTSOMES (DATA) INCLUDING VET (SOURCE: SAIS WACE REPORT)

College Targets (*Business Plan 2021 – 2024*):

We will sustain:

- WACE Achievement at or above 96%
- Median ATAR at 77 or above with a target ATAR of 80

	Eligible Year 12 Students	Percentage achieving WACE
2020	163	99%
2021	173	91%
2022	155	92%

The 2022 Year 12 data outlines the slight increase in JFSC WACE achievement compared to 2021. This rate remains above that of the WA Public Schools result (89%) and Like Schools (90%).

ATAR participation and achievement at JFSC is slightly above the expected rate (see table below). The College's median ATAR for 2022 was 76.8. While this result is in line with our College target, it was disappointing after the success of 2021. Many factors, such as early offers have contributed to this result, and we continue to remain committed to improvement and consistency in ATAR performance.

Australian Tertiary Admissions Rank (ATAR)						
ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations						
	2022	2021	2020	2019	2018	2017
JFSC count (% cohort)	50 (32%)	60 (29%)	52 (27%)	52 (27%)	48 (24%)	56 (32%)
Difference From Expected	+3%	-3%	-8%	-6%	-6%	+2%
School (% WACE eligible)	37%	35%	32%	33%	31%	40%
School (% Semester 2 census)	37%	34%	32%	32%	29%	37%
Median ATAR (no. of students) Source: SCSA data files and Department calculations						
JFSC	76.8	80.08	78.68	78.7	77.7	67.63
Expected performance	0.07	0.66	0.68	0.82	0.46	-0.67
Like Schools	76.28	78.85	76.4	72.75	75.7	76.3
Public Schools	81.9	80.25	79.25	78.25	79.5	76.3
School median ATAR TISC applicants	76.8	81.33	80.43	78.9	78.0	69.85



VET Qualification Completion

College Targets (Business Plan 2021 – 2024):

We will sustain:

- VET II Certificate completion at or above 97%

The College's Vocational Education and Training staff do an amazing work to providing training and vocational experiences for students. We have state of the art training facilities to support this delivery. The College is continuing to work towards this target. Care must be taken when interpreting data for small cohorts, such as those cohorts below with student numbers of 15 or less.

VET qualification code	VET qualification	Completed	Enrolled	Percent
SIR30216	CIII in Retail	7	7	100.00
CUA20615	CII in Music Industry	5	5	100.00
HLT36015	CIII in Population Health	4	4	100.00
UEE22011	CII in Electrotechnology (Career Start)	3	3	100.00
SIT30116	CIII in Tourism	2	2	100.00
52700WA	CII in Plumbing	1	1	100.00
SIS30315	CIII in Fitness	1	1	100.00
MEM30605	CIII in Jewellery Manufacture	1	1	100.00
CUA31020	CIII in Screen and Media	1	1	100.00
BSB10115	CI in Business	24	25	96.00
SIS20319	CII in Sport Coaching	42	44	95.45
SIS20115	CII in Sport and Recreation	46	50	92.00
BSB20115	CII in Business	50	55	90.91
SIR20216	CII in Retail Services	18	20	90.00
CUA20120	CII in Dance	8	9	88.89
MEM20413	CII in Engineering Pathways	13	15	86.67
SIR10116	CI in Retail Services	9	11	81.82
BSB30120	CIII in Business	13	18	72.22



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 – Current Student Standing

College Targets (*Business Plan 2021 – 2024*):

We will sustain:

- OLNA at or above 78% Year 10, 89% Year 11 and 93% Year 12

John Forrest SC continues to improve literacy and numeracy outcomes for all students. This target has been met for year 12 students, and we continue to work towards meeting this target for Year 10 and 11 students. Our OLNA achievement rates exceed that of like schools.

Current Student Standing			
	Year 10 (184)	Year 11 (168)	Year 12 (161)
Qualified	124	144	150
	67.4%	85.7%	93.2%
Like Schools	68.2%	80.6%	90.2%

Year 12 Students – Qualified in					
	Year 09	Year 10	Year 11	Year 12	Not Qualified
2022	49	84	14	3	11
	30.4%	52.2%	8.7%	1.8%	6.8%
Like Schools	29.4%	39.9%	15.6%	3.2%	9.8%



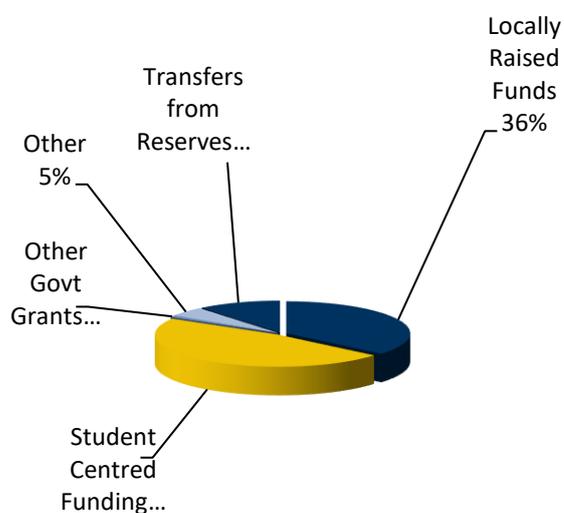
FINANCIAL REPORT

John Forrest Secondary College

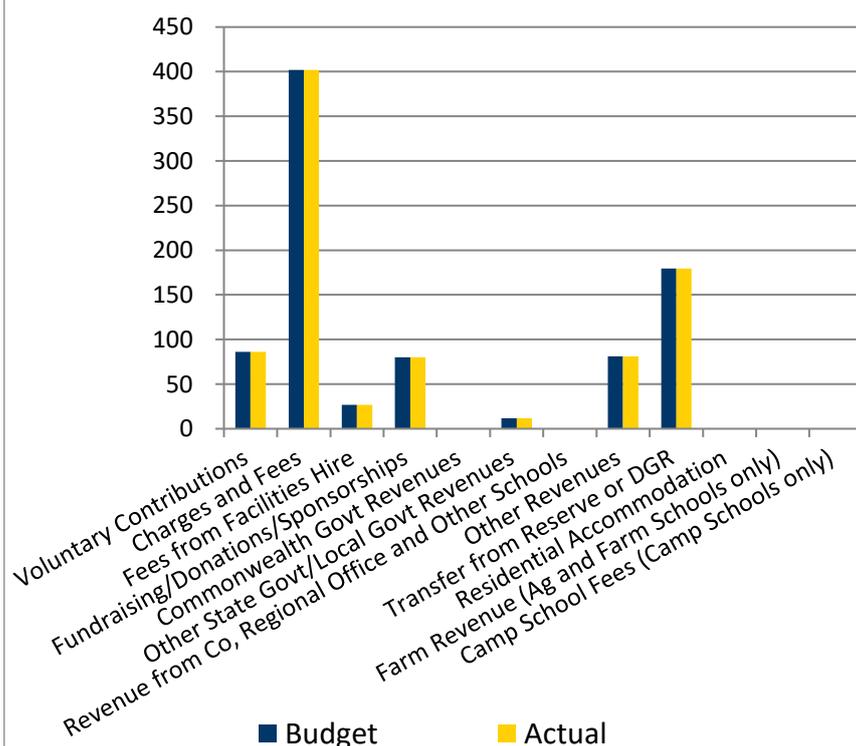
Financial Summary as at 31 December 2022 (SOURCE: SCHOOLS RESOURCING SYSTEM)

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 86,205.00	\$ 86,205.00
2	Charges and Fees	\$ 401,801.40	\$ 401,800.62
3	Fees from Facilities Hire	\$ 26,641.00	\$ 26,640.51
4	Fundraising/Donations/Sponsorships	\$ 80,025.00	\$ 80,023.99
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 11,656.00	\$ 11,655.91
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 81,157.00	\$ 81,156.93
9	Transfer from Reserve or DGR	\$ 179,341.10	\$ 179,340.87
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 866,826.50	\$ 866,823.83
	Opening Balance	\$ 478,169.00	\$ 478,169.17
	Student Centred Funding	\$ 780,389.00	\$ 780,389.18
	Total Cash Funds Available	\$ 2,125,384.50	\$ 2,125,382.18
	Total Salary Allocation	\$ 12,187,891.00	\$ 12,187,891.00
	Total Funds Available	\$ 14,313,275.50	\$ 14,313,273.18

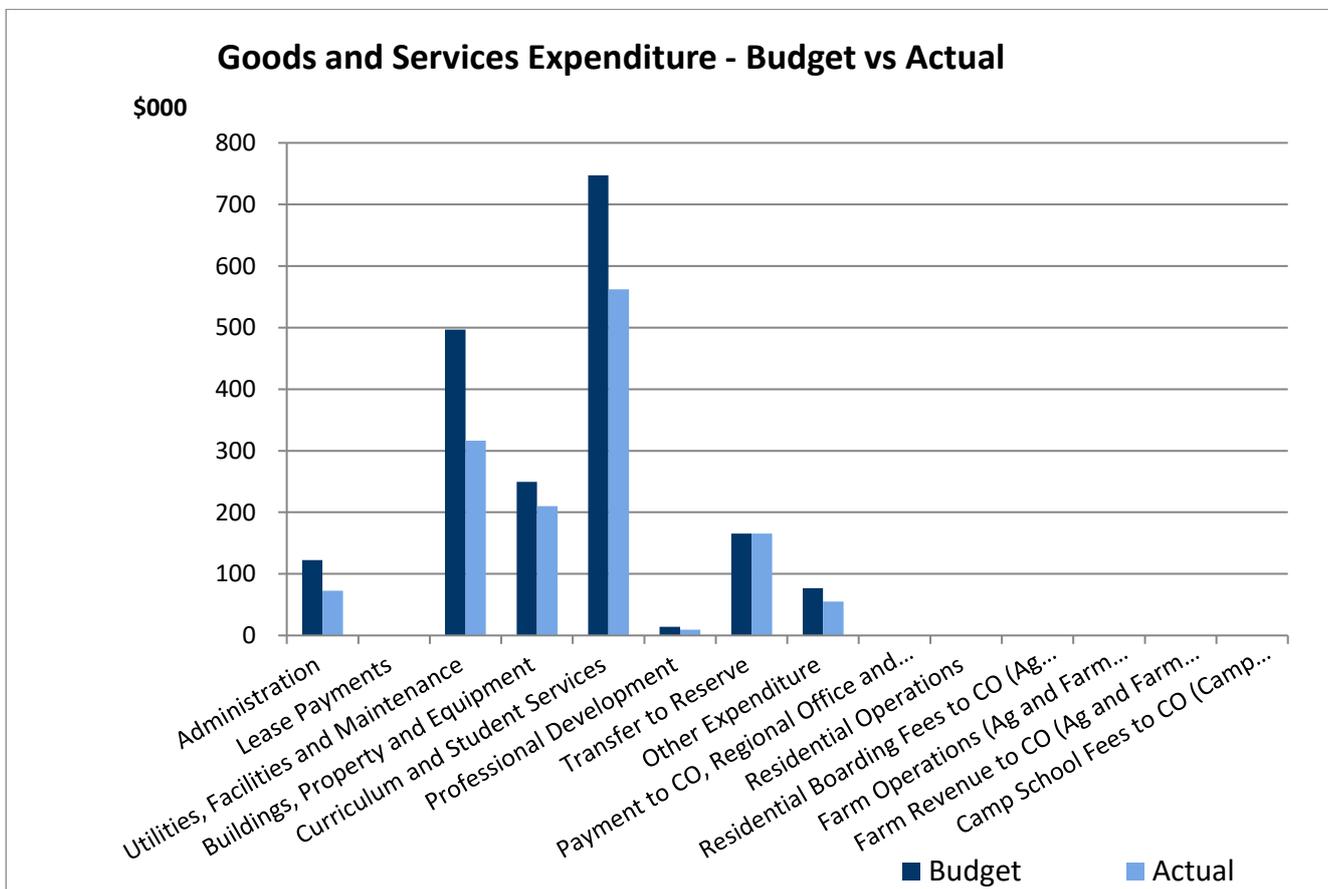
Actual Year to Date by funding sources



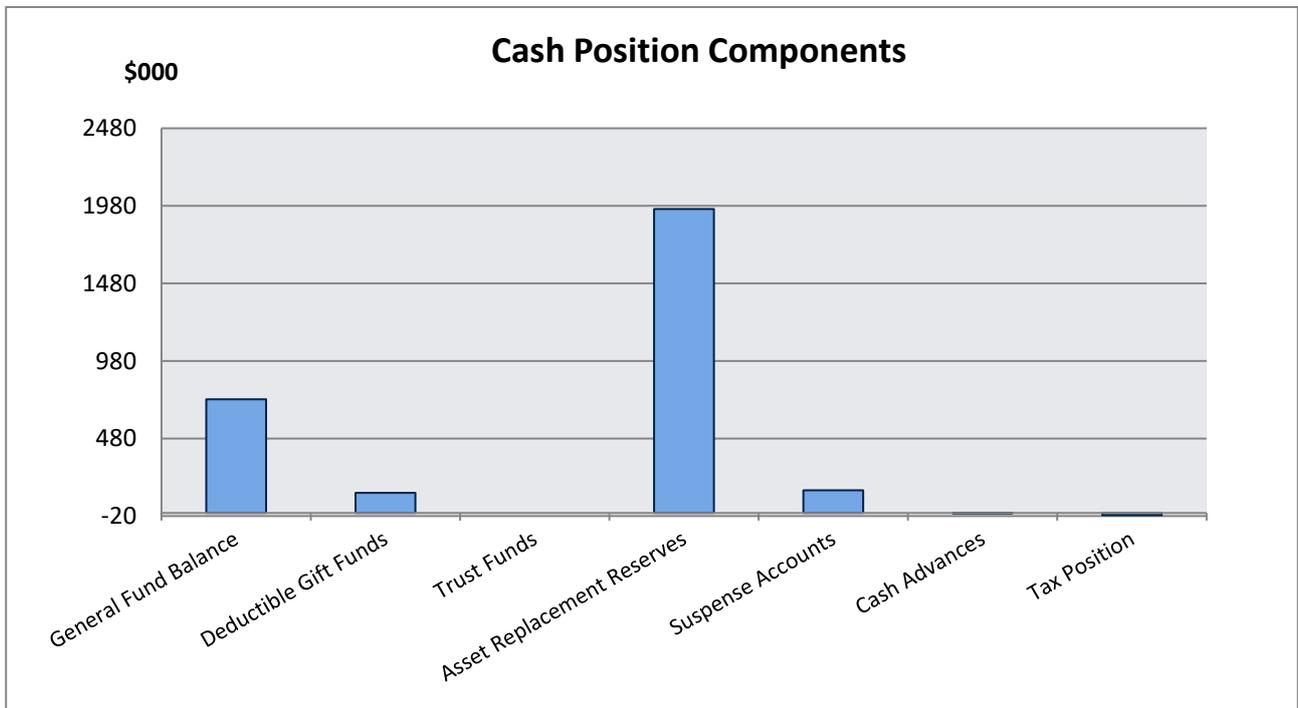
Locally Raised Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 122,557.00	\$ 72,701.39
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 496,891.81	\$ 316,284.33
4	Buildings, Property and Equipment	\$ 249,724.34	\$ 210,296.79
5	Curriculum and Student Services	\$ 747,402.90	\$ 562,120.77
6	Professional Development	\$ 14,000.00	\$ 9,548.85
7	Transfer to Reserve	\$ 165,633.00	\$ 165,633.00
8	Other Expenditure	\$ 77,039.40	\$ 54,985.65
9	Payment to CO, Regional Office and Other Schools	\$ 375.00	\$ -
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	\$ 1,873,623.45	\$ 1,391,570.78
	Total Forecast Salary Expenditure	\$ -	\$ 11,260,118.00
	Total Expenditure	\$ 1,873,623.45	\$ 12,651,688.78
	Cash Budget Variance	\$ 251,761.05	



Cash Position Components		
	Bank Balance	\$ 2,954,609.90
	Made up of:	
1	General Fund Balance	\$ 733,811.40
2	Deductible Gift Funds	\$ 129,938.70
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 1,959,866.66
5	Suspense Accounts	\$ 145,974.14
6	Cash Advances	\$ (910.00)
7	Tax Position	\$ (14,071.00)
Total Bank Balance		\$ 2,954,609.90





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