



JOHN FORREST

Secondary College

INDEPENDENT PUBLIC SCHOOL

2022-2024 Business Plan LEARNING - COMMUNITY



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.



Principal - Board Chair

It is with great pleasure that we present our Business Plan 2022-2024 which will set the scene for a future focussed John Forrest as we progress through a once in a lifetime opportunity of a significant upgrade to our facilities enabling us to build on our current successes in pursuing a 21st Century school learning and teaching environment.

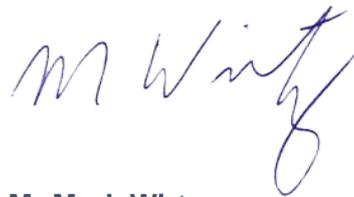
The new build for the Arts Centre, Technology Centre and Sports Centre will add enormous value to the opportunities for our students, whilst the Library, Student Services, Career Resource Centre and Administration upgrades will enable better service delivery for our students.

In looking to the future, our focus for the duration of this plan will be broadly located under the themes of Learning and Community aligned to our purpose statements. We will continue to develop John Forrest's reputation as an inspiring community in which students are provided with extensive opportunities to achieve their goals and their dreams.

We will lead and govern to ensure that our community achieves the vision, purpose and values articulated in this plan. We are excited for the future for all our students as the next phase of the John Forrest journey begins.



Dr Karen Read
Principal (2021)



Mr Mark Wirtz
Board Chair



COLLEGE OVERVIEW

John Forrest Secondary College has an excellent reputation in the 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 which focuses on the whole child.

OUR STUDENTS John Forrest continues to be a sought after choice for students to commence their secondary education. As an inner-city school, with an enrolment pattern of 1150 students annually, our students enrol from local primary schools, and from across the metropolitan area through our Department of Education endorsed specialist programs.

We support our students in identifying with the unique individual they are being, inclusive of cultural, social and gender diversity. Our student demographic is reflected by 4% Aboriginal and Torres Strait Islanders, 22% whose origins are languages other than English and 5% who are classified as English as an Additional Language. Our ICSEA of 1025 is currently located at the top of the fourth decile across Australia.

OUR PROGRAMS Our Department of Education specialist endorsed programs, music, cricket, netball and tennis provide opportunity for students to specialise in these fields as a part of their timetabled classes. The programs have enjoyed success engaging students and promoting our College in the broader community.

Our students are provided with many opportunities to pursue their interests through our extensive club network adding value and extending their classroom learning with authentic learning experiences. Our Bush Rangers, Sustainability Program, STEM and Engineering clubs are eagerly sought after experiences for our students whilst our Masterclass series extends students in specifically designed core curriculum programs.

OUR PATHWAYS Our well established partnership with Curtin University through the Curtin Enabling program ensures students have an alternative pathway to University alongside traditional pathway entry.

Our extensive network of employers and training providers ensure students are given opportunity into vocational fields through work placement and for some, a pathway to plumbing and painting through our Trade Training Centre.

OUR STAFF Our staff come with a range of experiences to ensure that we deliver the best programs possible to our students both in the classroom and across the College. Our teachers deliver a well-balanced curriculum whilst being actively engaged in activities beyond the classroom which develop our students' capacities and motivations to be active and informed citizens of their communities.

Our allied staff support the teaching and learning environment with administration support, student services provision, curriculum support, in class student assistance and maintenance of our environmental surroundings through the gardens and cleaning.

Everyone plays their part in our community, making sure that John Forrest is the best place it can be for students and staff.

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 – ICARE

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

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 our student learning environment.



LEARNING COMMUNITIES

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

FOCUS | PROFESSIONAL LEARNING CLIMATE

Our professional learning climate will be evidenced by reflection, sharing instructional practice and knowledge, exploring contemporary educational practices whilst maximising the expertise which resides amongst our colleagues to enable a process of continuous learning. Our impact on student learning progressions will be evidenced by the analysis of student achievement data whilst feedback from students and colleagues will support the reflection and improvement processes of our teaching practice.

MAJOR OUTCOMES

Collaboration will be achieved through a Professional Learning Community employing a process of inquiry to support evidence-based decision making.

Professional Learning will be enhanced through reflection on feedback from student voice and peer observation on our instructional practice.

Cultural Responsiveness will be achieved through understanding, reflection and application of the Aboriginal Cultural Standards Framework.

WE WILL

- Participate as members of learning area teams and working parties to achieve outcomes of this plan
- Develop our data assessment skills to evaluate the impact of our strategies
- Respond and reflect on student feedback through action research in the classroom
- Participate in professional learning to support teacher observation
- Work towards capable level on the cultural competence continuum



LEARNING COMMUNITIES

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

FOCUS | STUDENT LEARNING CLIMATE

Our student learning climate will be evidenced by connected and engaged learners who are provided with support whilst developing their capacity to be in control of their learning through effective feedback, goal setting, collaboration and a sense of place in the classroom. We will provide a supportive, inclusive and culturally responsive climate through mutually respectful relationships that influence engagement, motivation and personal learning progress for every student supported by parent participation.

MAJOR OUTCOMES

Collaboration will be achieved for our students through interactive and blended learning experiences and project-based learning whilst promoting a process of inquiry through 'anticipation, action and reflection'.

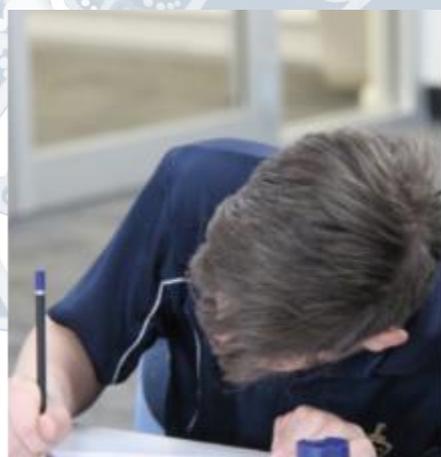
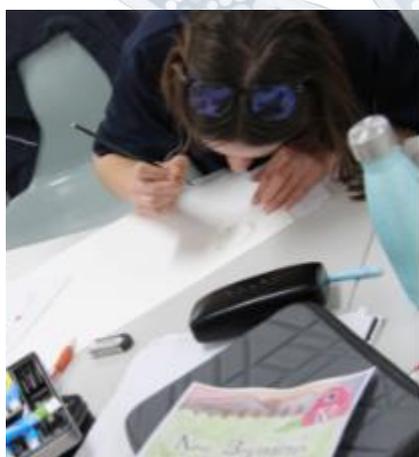
Personalised learning will enable individual learning progression for every student through feedback supported by student reflection and goal setting so that we develop self-regulated learners.

Cultural inclusion will be achieved through practices which support and are responsive to student individual learning styles.

Parent participation will support students' progress with their learning.

WE WILL

- Develop students' skills in project based learning and group work
- Use a process of inquiry of 'anticipation, action, reflection' to develop student agency
- Provide individualised feedback to students on their learning progressions
- Develop student goal setting and reflection skills
- Establish practices to ensure a sense of belonging and connectedness to school
- Ensure students feel culturally safe
- Work in partnership with parents to progress student learning and engagement



LEARNING COMMUNITIES

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

FOCUS | PROFESSIONAL INSTRUCTIONAL PRACTICE

Our teachers will employ evidence-based instructional practices which are responsive to the range of student abilities which co-exist in a classroom whilst ensuring a safe learning space for every student to achieve their potential as the best learner that they can be.

MAJOR OUTCOMES

Our **Quality Teaching Project** will employ evidence-based teaching strategies led by teacher leaders.

Tactical Teaching will provide a process to develop and enhance student literacy across the curriculum.

Our **Learning Skills Continuum** for students will progress from knowledge and skills to cognition skills, and ultimately to metacognition skills.

Cultural Responsiveness will be embedded into our teaching and learning.

WE WILL

- Implement high impact evidence-based instructional practices across all learning areas

- Implement Tactical Teaching Reading for all students

- Establish a consistent approach to develop student thinking skills

- Provide a safe and supportive learning environment
- Develop our understanding of Aboriginal learning styles



STUDENT AGENCY

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

Our students will be motivated and engaged to influence their own lives through effective goal setting and a growth mindset which is enabled by a sense of purpose and belonging to their community as informed citizens.

Our students will have the opportunity to initiate and participate in authentic learning experiences that connect to their future through peer led inquiry and action by engaging actively with their communities.

MAJOR OUTCOMES

Belonging will be evidenced by student engagement, awareness raising of cultural, social and gender diversity, in promoting an inclusive community where everyone belongs.

Connecting to local and global initiatives will be led by student inquiry teams engaging as active informed community citizens from local to global community projects.

Engagement will be evidenced by students developing a growth mindset through goal setting and commitment to our ICARE values.

WE WILL

- Acknowledge significant cultural days to support our students' cultural identity
- Promote awareness of gender and social diversity
- Support Year 7 students' transition into the College through peer leaders
- Support students to lead initiatives which connect them to the broader community
- Connect students through clubs and learning area authentic experiences
- Develop students' growth mindset through effective goal setting and reflection practices
- Provide support for all students' wellbeing



PURPOSEFUL PATHWAYS

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

Our students will have equal opportunity for success through the establishment of partnerships with employers, industry, training and tertiary providers to enable each of them to pursue a career pathway which meets their goals.

Our students will participate in career counselling and pathway planning in order that they make informed decisions about the opportunities which are available as they prepare to transition to the next phase of their life.

MAJOR OUTCOMES

WE WILL

Pathway Planning will be enhanced by counselling and planning processes for all students through each phase of learning with parent participation.

- Establish a Year 7-12 career development program so that all students have a career plan that supports their pathway goals
- Establish a work integrated learning model to support student pathway goals
- Establish a career counselling team for Year 10-12 pathways

Progressions and Transitions will be supported by individualised student plans to support them in achieving their personal goals.

- Monitor student individual career plans as they transition across phases of schooling
- Ensure all students have a career transition plan as they transition from our College

Partnerships and Collaborations will focus on strengthening relationships with employees, training providers, tertiary institutions and community organisations to support and link student pathways to post-school destinations.

- Establish connections into Technology, STEM and Arts organisations to enhance the opportunity of authentic learning experiences for students
- Build on current relationships with our specialist sports associations for the provision of specialist coaching and advice into our programs
- Establish partnerships with external providers to support program delivery of VET certificate courses



LEADERSHIP AND GOVERNANCE

We will achieve a shared vision by providing effective leadership and governance in strategically progressing the College as a 21st Century model of schooling so that our College continues to thrive into the future.

Our leadership will be centred on school improvement evidenced by a collective vision enabling staff to work in a supportive and trusting environment which promotes high expectations of success for staff and students.

Our Board will demonstrate effective governance evidenced by consistency in monitoring and assessing the progress of the College plan in a timely and consistent manner whilst building connections into the community to support the strategic direction of the College.

MAJOR OUTCOMES

Leadership will be developed and expanded in leading learning and school improvement processes.

Effective and informed governance of the Board will strengthen the profile of the College into the community.

Sustainability will be evident in human and physical resource practices in developing a strong future for the John Forrest community.

WE WILL

- Develop cohesive teams with a shared vision to achieve College goals
- Provide opportunity for teachers to develop leadership skills
- Provide support and feedback with teaching and learning
- Monitor wellbeing of all staff

- The Board will use an evidence-based approach to inform its contribution to School Governance and Strategic Planning
- The Board will implement a plan for communicating with the school community and supporting the promotion of the school in the community

- Establish succession workforce plan across all areas of the College.
- Prepare a plan to reduce expenditure on salaries



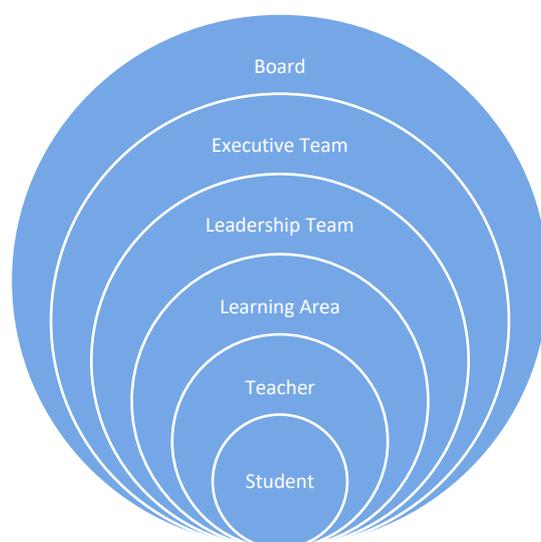
SELF REVIEW AND ASSESSMENT

Our assessment of student engagement and performance will be conducted within a cyclical process.

Teachers will report on student performance in their classes. Heads of Learning Areas and Program Coordinators will work with their staff to review academic, affective and climate evidence in response to whole of college evidence.

The Leadership Team will monitor performance across learning areas. The Executive will monitor overall College performance and prepare reports for the Board and wider community.

The Board will monitor the performance of the College through agreed reporting periods, ultimately endorsing the College Annual Report.



OVERVIEW OF TARGETS

Senior School Academic Achievement Evidence and Target	Lower School Academic Achievement Evidence and Target
<p>We will sustain:</p> <ul style="list-style-type: none"> • WACE Achievement at or above 96% • ATAR Participation and Achievement at or above 97% • Median ATAR at 77 or above with a target ATAR of 80 • VET II Certificate completion at or above 97% • C Grade achievement standard at or above 97% 	<p>We will sustain:</p> <ul style="list-style-type: none"> • 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 • OLNA at or above 78% Year 10, 89% Year 11 and 93% Year 12 • C Grade achievement standard at or above 86% with aim to increase A/B Grade achievement to 55%
Whole School	
<p>We will sustain: Attendance at or above like schools for all cohorts and to be at 90% by the end of this planning cycle</p>	
<p>We will sustain: National School Improvement data across the four aspects – Classroom Climate, What's Happening in this School, School Organisational Climate and Parent and Carer Survey at baseline evidence with the aim to incrementally increase value of the performance indicators</p>	

THE CONTEXT OF SCHOOLING

Our plan will have the capacity to be responsive to the external environment and the influences which operate on education locally, nationally and at a global level.

Western Australian Context for Public Schools

Our plan aligns to the current Department of Education plan for WA public schools, *Building on Strength*, strategic directions for public schools 2020-2024.

Our planning and program delivery will comply with policy requirements of the School Curriculum and Standards Authority and the recent review (2021) of the Australian Curriculum (ACARA).

Our plan acknowledges the traditional owners of the land and in doing so, we will continue to implement the Aboriginal and Torres Strait Islander Cultural Standards Framework into our practices.

Our future may be impacted by an emerging teacher shortage in which case, we will plan accordingly to ensure that we sustain a competent and viable workforce.

Australian Context of Schooling

Our plan reflects the National Goals for Schooling (2019), *Alice Springs (Mparntwe) Education Declaration* goals of excellence and equity; and young people who are confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Our high quality teaching and leadership is guided by the Australian Institute of Teaching and School Leadership (AITSL) framework including professional knowledge, professional practice and professional engagement.

Our Vocational and Education Training program complies with the Australian Quality Training Framework (AQTF) providing work integrated learning opportunities for students.

Global Influences

We are mindful of the significant impact of the Global COVID Pandemic and the need to be responsive in planning and preparing our program delivery to ensure learning disruptions are minimalised.

We are acutely aware that the impact of the pandemic is also influencing the transitions of our students to further education, training and work which in turn has the potential to impact our senior school program delivery.

Responsiveness and preparedness will be a feature of our work into the immediate future to ensure that all of our students are given the unique opportunities they aspire to achieve.





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