

## 2015 Annual Report to the School Community

John Fawkner Secondary College

School Number: 8894



Name of School Principal:

Name of School Council President:

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

At John Fawkner Secondary College our vision is "to provide a dynamic learning environment that engage students who work to achieve their personal best in an atmosphere of mutual respect and cooperation." John Fawkner Secondary College is a small co-educational secondary college, which operates within a distinct geographical area. In 2015 the college had an enrolment of 354 students (with 40 of these students enrolled in the Specialist Sports Program) and 32 full time teaching staff. John Fawkner College was opened in 2010 replacing the old Fawkner Secondary College. As a re-launched school the College implemented its new strategic plan over the next four years which aimed to totally rebrand the school and further improve the learning outcomes of all students through the DET "Project Excellence" initiative. A review conducted in 2013 in preparation for the new four year strategic plan indicated that the college has improved across most indicators and measures. John Fawkner College provides a wide range of VCE studies due to a shared arrangement with Glenroy College, a comprehensive VET program, mainstream VCAL and a sports specialist stream. Over the past four years there has been a strong focus on improving the Literacy and Numeracy skills of all students. During the school year the curriculum was redesigned to offer students a structure more closely aligned with the requirements of the AusVELS, and welfare programs reflective of the college's strategic intent were introduced and consolidated. New programs to attract and engage students such as the Foundation VCAL program. A considerable amount of planning was undertaken in preparation for the introduction in 2014 of the Later Years Sports Industry Pathway Program (SIPP), and the Melbourne City College of Football (academic/ skill development) program for students in Years 7 – 12.

### Achievement

Overall, the school performance data indicates that our school is performing lower than predicted after accounting for student background characteristics known to make a difference to student learning. Teacher judgements indicate the college is performing lower than the like school comparison. It is pleasing to note that the 2014 NAPLAN results for the Years 7-9 matched cohort compares favourably with similar schools. Our VCE results in 2015 continued to show improvement with the school mean study score lifting from 26 in 2014 to 29 in 2015 much higher than other similar schools. The level of improvement in the VCE over the 4 year average period has been extremely positive. The data also indicates that students continue to experience difficulties in their learning. Whilst student learning has improved, more rapid improvement is required for all students to reach the expected levels. This continues to be the primary focus of the College. Improvement strategies have been put in place with resources devoted to Literacy and Numeracy intervention programs and the employment of a specialist Literacy staff to support teachers. Improving NAPLAN results, in particular, will continue to be a strong focus for the college. The consistent use of explicit teaching and learning approaches and involvement in the Powerful Learning and Teaching Project over three years will continue in 2016 as one of the key improvement strategies.

### Engagement

Student attendance indicates that in 2014 the school was performing similar than the school comparison median. However the 4 year average is higher than the school comparison median. This is a clear indication that students are positive about the school learning environment. The Student Attitude to School data also indicates that students are connected to the school and have a strong sense of belonging. The introduction of new programs to attract and engage students such as the SIPP and MCCF Program are seen as important in contributing to these positive results.

Student engagement and wellbeing will be further enhanced in 2016 through the following strategies.

- Consolidation of student leadership programs including the presence of 'student voice' in the PLT sessions
- Whole school approach to improving student / staff relationships.
- Consolidation of other specialism programs with a sport focus
- Introduction of a Pastoral Care program as part of Form Assembly

The schools ability to retain students beyond Year 10 has improved to now be above the school comparison median. The number of students exiting to further studies and full time employment has also improved. This is an indication that the aspirations of our senior students is improving.

The consolidation of our shared VCE program with Glenroy College and improved VCAL pathways, including an expansion into the Year 10 Foundation level has supported those students wishing to complete studies at the Year 12 level.

Student Pathways and Transitions will further support students in 2015 through the following.

- Provision of more study options such as additional VET and VCE study pathways at the Year 10-12 level.
- The consolidation of specialism pathways with a sport focus

The introduction of a more comprehensive MIPS process in which all students from Years 7 - 12 will have a clearly defined and structured pathway.

### Wellbeing

The college student wellbeing can be measured in a number of ways. Students indicate that they feel safe and relate to each other in a positive manner. Indicators also show that students feel that staff care about their wellbeing and are proactive in providing support for students. The College has developed comprehensive Wellbeing structures and programs so to cater for the requirements of the different student cohorts.

In 2015 the Student Attitude to School survey has again shown that students feel supported, with the data indicating that the college is above the state average in all surveyed areas. The results for 2014 which are consistent with those over the past four year period indicate that the strategies and structures are having a positive impact on student attitudes towards their learning and the college.

### Productivity

The College has continued to critically evaluate the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for students. In 2015 considerable funding was allocated to supporting the overall Teaching & Learning agenda via inclusion of the three year journey into 1. The Powerful Teaching and Learning Model of Instruction for school improvement, 2. Addressing the establishment of "Ground Rules", 3. The targeting of infrastructure and curriculum to reflect the 21<sup>st</sup> century Teaching and learning strategies thorough ICT, 4. Explicitly targeting the Literacy programs. The employment of staff and provision of resources for students was fundamental in achieving the established targets in this area. The College has continued to invest in the provision of quality ICT so as to support and engage students. The introduction of the Sports Specialism stream also required and injection of resources so as to ensure its consolidation. The employment of staff to oversee this priority, and the provision of Professional Development were essential. The College Council has continued to ensure that the learning environment is well maintained and supports a productive learning culture. As a result considerable resources were allocated towards the improvement of the schools infrastructure. This including the refurbishment of learning spaces and school grounds and the establishment of the Sports Facility jointly run by the school and Moreland City Council. Overall the College has been very efficient in the use of its resources, and has produced some very successful outcomes from its investment.

For more detailed information regarding our school please visit our website at  
<http://www>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

### School Profile

#### Enrolment Profile

A total of 358 students were enrolled at this school in 2015, 95 female and 263 male. There were 6% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.







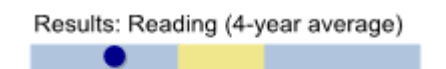





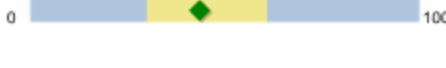




## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:







Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>51%</td> <td>38%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>42%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>44%</td> <td>47%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>53%</td> <td>9%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	51%	38%	11%	Numeracy	44%	42%	14%	Writing	29%	57%	14%	Spelling	44%	47%	9%	Grammar and Punctuation	38%	53%	9%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2015: </p> <p>Results: 2012 - 2015 (4-year average): </p>	<p> Higher</p> <p> Higher</p>																								

Students in 2015 who satisfactorily completed their VCE: **88%**  
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **81%**  
 VET units of competence satisfactorily completed in 2015: **86%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **81%**




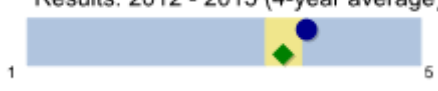



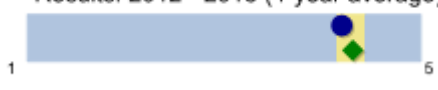


## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1024 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>85 %</td> <td>80 %</td> <td>74 %</td> <td>75 %</td> <td>80 %</td> <td>82 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	85 %	80 %	74 %	75 %	80 %	82 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
85 %	80 %	74 %	75 %	80 %	82 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

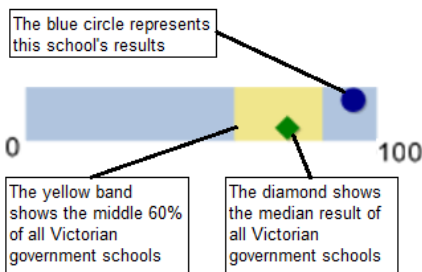
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

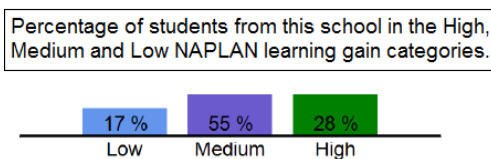
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

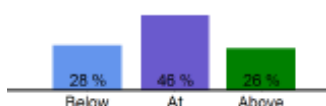


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$3,920,023
Government Provided DE&T Grants	\$862,617
Government Grants State	\$333
Revenue Other	\$115,225
Locally Raised Funds	\$63,229
<b>Total Operating Revenue</b>	<b>\$4,961,427</b>

Funds Available	Actual
High Yield Investment Account	\$103,067
Official Account	\$17,487
Other Accounts	\$629,274
<b>Total Funds Available</b>	<b>\$749,827</b>

Expenditure	
Student Resource Package	\$3,529,825
Books & Publications	\$10,526
Communication Costs	\$15,091
Consumables	\$130,276
Miscellaneous Expense	\$387,376
Professional Development	\$33,195
Property and Equipment Services	\$719,145
Salaries & Allowances	\$248,899
Trading & Fundraising	\$4,040
Travel & Subsistence	\$12,447
Utilities	\$53,964

Financial Commitments	
Operating Reserve	\$184,548
Asset/Equipment Replacement < 12 months	\$125,000
Capital - Buildings/Grounds incl SMS<12 months	\$127,782
Maintenance - Buildings/Grounds incl SMS<12 months	\$155,000
Revenue Received in Advance	\$85,776
School Based Programs	\$71,721
<b>Total Financial Commitments</b>	<b>\$749,827</b>

**Total Operating Expenditure** **\$5,144,785**

**Net Operating Surplus/-Deficit** **(\$183,358)**

**Asset Acquisitions** **\$18,611**

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

### Financial performance and position commentary

[Insert financial commentary here]