

2013 Annual Report to the School Community

John Fawkner Secondary College



School Number: 8894



Name of School Principal:
Gus Napoli

Name of School Council President:
Raelene Neville

Date of Endorsement:

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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

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 2013 the college had an enrolment of 396 students (with 74 of these students enrolled in the VCAL 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 DEECD "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, a comprehensive VET program, mainstream VCAL and a sports specialist VCAL program. 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 VELS, and welfare programs reflective of the college's strategic intent were introduced and consolidated. New programs to attract and engage students such as the Soccer & Netball Academy, Enrichment Program and Performing Arts Program were also introduced. 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 Heart College of Football (academic/ skill development) program for students in Years 7 – 12.

Achievement	Engagement	Wellbeing
<p>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 2013 NAPLAN results for the Years 7-9 matched cohort compares favourably with similar schools. Our VCE results are also dramatically improved with the school mean study score similar to other schools in our area. 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 Literacy and Numeracy coaches to support staff. Improving VCE results, in particular, will continue to be a strong focus for the college. The consistent use of explicit teaching and learning approaches were consolidated in 2013 as one of the key improvement strategies.</p>	<p>Student attendance indicates that in 2013 the school was performing slightly lower 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.</p> <p>The introduction of new programs to attract and engage students such as the Soccer, Rugby & Netball Academy, and Performing Arts Program are seen as important in contributing to these positive results. Student engagement and wellbeing will be further enhanced in 2014 through the following strategies.</p> <ul style="list-style-type: none"> • Consolidation of student leadership programs • Whole school approach to improving student / staff relationships. • Introduction of other specialism programs with a sport focus <p>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.</p> <p>The consolidation of our shared VCE program in the Math/Science area with Glenroy College and improved VCAL pathways has supported those students wishing to complete studies at the Year 12 level.</p> <p>Student Pathways and Transitions will further support students in 2014 through the following.</p> <ul style="list-style-type: none"> • Provision of more study options such as additional VET and VCE study pathways. • The consolidation of specialism pathways with a sport focus • The introduction of a more comprehensive MIPS process in which 	<p>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.</p> <p>In 2013 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 2013 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.</p>
	<ul style="list-style-type: none"> • The introduction of a more comprehensive MIPS process in which 	

all students from Years 10 - 12 will have
a clearly defined and structured pathway.

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 performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 396 students were enrolled at this school in 2013, 112 female and 284 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

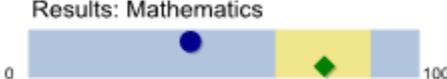
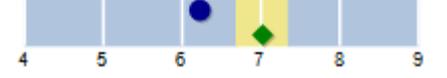
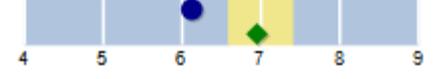
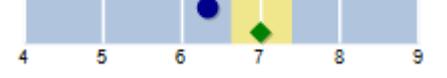
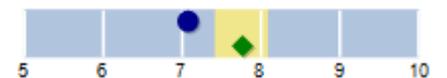
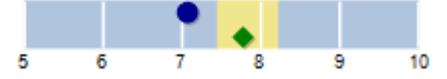
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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"> English Mathematics <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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 51%, Medium: 38%, High: 11%</p> <p>Numeracy Low: 41%, Medium: 49%, High: 11%</p> <p>Writing Low: 50%, Medium: 47%, High: 3%</p> <p>Spelling Low: 34%, Medium: 53%, High: 13%</p> <p>Grammar and Punctuation Low: 45%, Medium: 37%, High: 18%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 32%, Medium: 56%, High: 12%</p> <p>Numeracy Low: 26%, Medium: 46%, High: 28%</p> <p>Writing Low: 38%, Medium: 49%, High: 13%</p> <p>Spelling Low: 46%, Medium: 42%, High: 12%</p> <p>Grammar and Punctuation Low: 37%, Medium: 56%, High: 7%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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: 2013: </p> <p>Results: 2010 - 2013 (4-year average): </p>	<p> Higher</p> <p> Similar</p>

Students in 2013 who satisfactorily completed their VCE: **86%**
 Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: **102%**
 VET units of competence satisfactorily completed in 2013: **92%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: **85%**

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="568 786 1026 882"> <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>81 %</td> <td>79 %</td> <td>81 %</td> <td>78 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	85 %	81 %	79 %	81 %	78 %	89 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
85 %	81 %	79 %	81 %	78 %	89 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary 2013

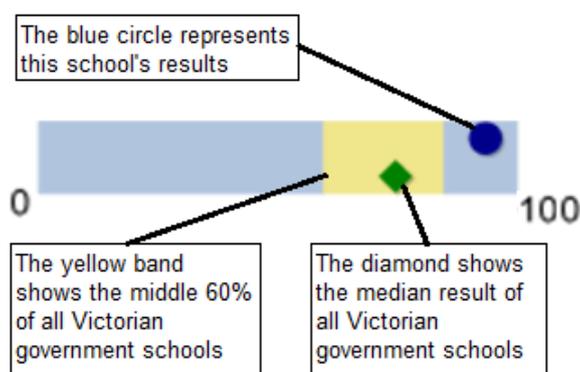
What are student outcomes?

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.



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 Indigenous 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.

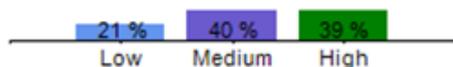
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$1,247,712
Government Grants State	\$13,002
Revenue Other	\$116,689
Locally Raised Funds	\$108,311
Total Operating Revenue	\$1,485,714

Funds Available	Actual
High Yield Investment Account	\$443,131
Official Account	\$8,598
Other Accounts	\$1,683,247
Total Funds Available	\$2,134,976

Expenditure	
Books & Publications	\$11,357
Communication Costs	\$15,684
Consumables	\$115,805
Miscellaneous Expense	\$855,799
Professional Development	\$29,840
Property Maintenance	\$530,698
Salaries & Allowances	\$152,397
Trading & Fundraising	\$4,049
Travel & Subsistence	\$13,109
Utilities	\$53,190
Total Operating Expenditure	\$1,781,928

Financial Commitments	
Operating Reserve	\$239,004
Asset/Equipment Replacement < 12 months	\$135,000
Capital - Buildings/Grounds incl SMS<12 months	\$1,355,815
Maintenance - Buildings/Grounds incl SMS<12 months	\$178,976
School Based Programs	\$96,180
Region/Network/Cluster Funds	\$120,000
Repayable to DEECD	\$10,000
Total Financial Commitments	\$2,134,976

Net Operating Surplus/-Deficit (\$296,214)

Asset Acquisitions \$0

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

**National Partnership 2013
Allocation**

Low SES School Communities	\$302,124
Improving Literacy and Numeracy	\$149,157

School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Building leadership capacity (coaching, professional learning)
Building teacher capacity (in-school support/coaches)
Building teacher capacity (professional learning opportunities)
Enable and enhance the capacity of families to be engaged in learning
Enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes and to extend schools
Improved monitoring of student performance information
Timely student intervention and support

National Partnership for Empowering Local Schools

Not Applicable