2018 Annual Report to The School Community

School Name: John Fawkner Secondary College (8894)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 06 March 2019 at 08:31 AM by Mark Natoli (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 March 2019 at 01:32 PM by Raelene Nevill (School Council President)

John Fawkner Secondary College (8894)

About Our School

School context

John Fawkner College is located in Fawkner, which is part of the Hume Moreland network of schools. Established in 1956, the school was closed in 2009 and reopened in 2010 as part of Project Excellence. Aspects of this initiative aimed to improve enrolments, reputation, wellbeing and achievement across the College. After the 2017 school review, it was identified that in each of these areas there is still work to be done. The Student Family Occupation and Education (SFOE) Index is 0.65 and has been reducing each year indicating a change in the demographic of students at the College.

Many of these students attend the College to participate in the Melbourne City College of Football Program, whilst many students from local primary schools travel past us to other schools. The school had 391 enrollments in 2018. The student community is diverse, with over 40 different nationalities represented and approximately 13% are EAL. This school has 43 equivalent full-time staff: 2 principal class, 28.6 teachers and 12.4 Education Support Staff.

In late 2017 John Fawkner re-visioned the College values with input from all stakeholders. In 2018 we implemented the revised vision and values promoting Respect, Commitment, Academic Excellence and Continuous Improvement. The College vision is: "John Fawkner College takes pride in uniting learners from a diverse community within a respectful and adaptive environment that fosters enjoyment in learning and the motivation to achieve excellence." They challenge students to take control of their learning, and to improve their performance across a broad curriculum. A focus on excellence and equity, and on being a high performing learning community in which teachers use positive relationships to deepen their knowledge of students are underpinning features of the school. The school seeks to develop young people as individuals, learners and contributors.

The key challenges for John Fawkner College include unfinished business in relation to previous strategic plan:
- Building and maintaining consistency of student achievement
- Ensuring consistency of teacher practice including data analysis to improve student achievement
- Developing and implementing an agreed curriculum
- Improving relative growth in NAPLAN data sets
- Improving staff opinion data

Framework for Improving Student Outcomes (FISO)

In 2017 and 2018 our priority on Building Practice Excellence will allow us to focus on the extent to which our teaching teams collaborate regularly and how they interact to address common issues regarding student learning (curriculum, assessment and instruction) – in our case the improvement in Literacy and Numeracy. Our second priority Instructional and Shared Leadership will enable us to focus on several strategies including:
- Improving the capacity of staff to effectively use the JFC Instructional Model and Positive Learning Framework
- Developing capacity of staff to differentiate delivery of curriculum across all domains
- Developing and embedding a whole school approach to support improvement in student literacy using literacy for learning
- Develop and review the College's curriculum accreditation system and education programs
- Refining the reporting of growth to parents in Numeracy and Literacy
- Developing the capacity of staff to utilise and analyse data to identify student understanding

Achievement

In many areas, the school performance data for 2018 indicates that our school is performing at or lower than state averages. Also in 2018, with work completed around the use of data in classrooms, teacher judgement's have improved whilst they indicate the college is still performing lower than many similar schools. Our VCE results in 2018 have reduced from previous years which has been expected, however our students are still achieving higher than that of similar schools. This achievement in VCE over the previous 4 years has remained stable and is above state average.

In 2018 NAPLAN results for the Years 7-9 learning gain continues to require focus and effort especially in reading, writing, grammar and punctuation. Our NAPLAN Spelling results are favorable and continue to be above state

mean. This data also indicates that students continue to experience difficulties in their literacy skills and 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.

Key Improvement strategies have been put in place with resources devoted to Literacy and Numeracy intervention programs and the implementation of the Literacy for Learning Program to support teachers to address these needs. The improvement of these data sets in 2019 will be assisted by the implementation of a common and agreed instructional model at JFC along with a strong emphasis on the use of data to inform teaching and student growth. Our PSD program continued to provide students with modified learning to ensure the attainment of individual learning goals, however a more explicit focus is required here to increase achievement. The College has begun to provide extra support to recently arrived non-English speaking students through additional EAL support classes and the after school Homework Club will also assist with this work.

Engagement

Following time in previous years where work was devoted to producing and enforcing a robust Attendance Policy. These efforts are reflected in 2018 data sets, and although the attendance data for the College still remains high it will be a key focus of our work moving into 2019 and beyond. Considerable effort is needed in this space along with the implementation of a Positive Learning Framework to increase student engagement at JFC. This along with a coordinated study skill and homework sessions and the implementation of the Connect Pastoral Care Program that supports improved student attendance, pastoral care outcomes and increased teacher contact, are all aimed at improving positive outcomes in student engagement and learning. With the support of the Minter Ellison and ABCN Programs we have placed considerable emphasis on developing young leaders, who play a major role in coordinating both school and community activities.

In 2018 the College completed a curriculum refresh which aims to maximise engagement for every student whilst providing meaningful pathway opportunities into senior secondary education. This will also cater for high achievers and allow us to fast track pathways to some careers.

Whilst student contentedness to school and their opinion of bullying at JFC is similar to like schools, we know that there is still work to be done. Student opinion of teacher effectiveness and motivation and interest are something to improve.

Also in 2018 was the implementation of Pivot student surveys for every teacher, this means that students can now provide direct feedback to their teachers and that as part of the teacher PDP process, they are required to demonstrate improvement in these data sets.

In 2018 our data for staff and parent opinion continues to improve and is now much closer to the state average. The work we completed around staff and parent engagement at the College is represented in these data sets.

In 2018 the College data for the exit destinations of our student has improved to be higher than state.

Wellbeing

Overall our student wellbeing data has improved and is positive when combining data sets across years 7 to 12. Indicators also show that students feel that staff and the College are responding to bullying in a more productive manner and that our staff are proactive in providing support for students. However, we do know that when we look at individual year levels there is significant variation in how students feel supported at school. This is particularly relevant to years 8 and 9 and will be a focus in 2019.

In 2017, the College review failed in the area of the Child Safe Standards, and as a result there was work completed in this area in 2018 to meet the standards. The College will now be required to critically evaluate current practice and policies and implement changes, as deemed appropriate to these standards. In 2018 we also implemented a comprehensive Wellbeing team with programs to cater for the requirements of the different student cohorts. Further, the empolyment of a Leading Teacher: Student Engagement will assist in this space.

The 2018 implementation of SRC initiatives and continuation with a range of lunchtime activities, including sports, games and clubs, including the Homework club which is highly popular and appreciated by both the community (particularly the local Primary school children) and parents. 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.

John Fawkner Secondary College (8894)

Financial performance and position
In 2018 the College completed the year with a planned financial surplus. As a small school we are dependent upon state funding for completion of any capital works projects and maintenance works. The resulting surplus was a result of carrying over the 2017 surplus. Equity funding has continued this year and the college continues to employ specialist Literacy and EAL staff as teachers and teacher coaches, providing enhanced teacher capacity and improved student performance monitoring.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

School Profile

Enrolment Profile

A total of 387 students were enrolled at this school in 2018, 96 female and 291 male.

41 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

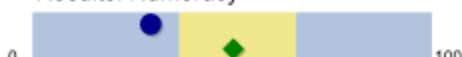Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
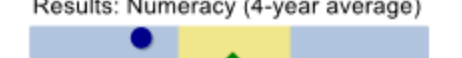

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
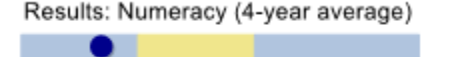
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▮
Results for this school: 🔵 Median of all Victorian Government Secondary Schools: ◆

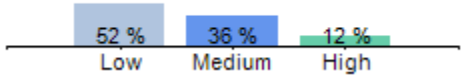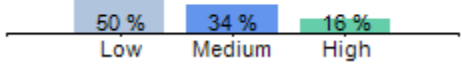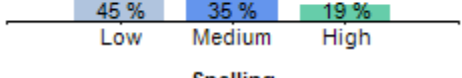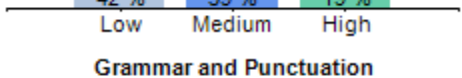| Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	🟢 Similar ⚪ Lower
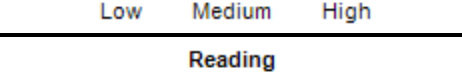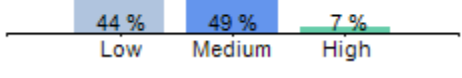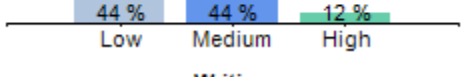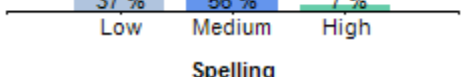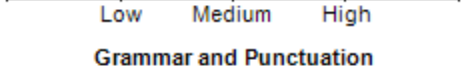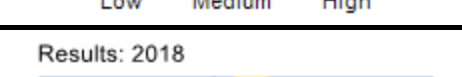
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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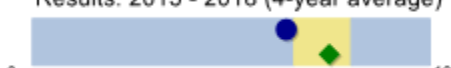
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▉
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** Low 52%	Medium 36%	High 12% **Numeracy** Low 50%	Medium 34%	High 16% **Writing** Low 45%	Medium 35%	High 19% **Spelling** Low 42%	Medium 39%	High 19% **Grammar and Punctuation** Low 48%	Medium 42%	High 10%	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** Low 44%	Medium 49%	High 7% **Numeracy** Low 44%	Medium 44%	High 12% **Writing** Low 37%	Medium 56%	High 7% **Spelling** Low 17%	Medium 51%	High 32% **Grammar and Punctuation** Low 44%	Medium 44%	High 12%	NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. 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.	Results: 2018 0 ———●———◆——— 50 Results: 2015 - 2018 (4-year average) 0 ———●———◆——— 50	● Similar ● Higher

Students in 2018 who satisfactorily completed their VCE: 97%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 68%
VET units of competence satisfactorily completed in 2018: 74%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 58%

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2018 attendance rate by year level:

Student Outcomes

Results: 2018

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

Few absences <------> Many absences

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
85 %	78 %	83 %	82 %	76 %	84 %

School Comparison

◯ Lower

◯ Lower

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Results: 2018

Results: 2015 - 2018 (4-year average)

● Similar

● Similar

Exit Destinations

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.

Results: 2018

Results: 2015 - 2018 (4-year average)

● Similar

● Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ——— 100 Results: 2017 - 2018 (2-year average) 0 ——— 100	● Similar ● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ——— 100 Results: 2017 - 2018 (2-year average) 0 ——— 100	○ Lower ● Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$4,200,351
Government Provided DET Grants	$1,134,086
Government Grants Commonwealth	$2,791
Government Grants State	$15,414
Revenue Other	$66,194
Locally Raised Funds	$265,272
Total Operating Revenue	**$5,684,107**

Equity[1]	
Equity (Social Disadvantage)	$434,871
Transition Funding	$38,183
Equity (Catch Up)	$61,413
Equity Total	**$534,467**

Expenditure	
Student Resource Package[2]	$4,051,738
Books & Publications	$5,941
Communication Costs	$21,832
Consumables	$167,912
Miscellaneous Expense[3]	$314,863
Professional Development	$164,226
Property and Equipment Services	$387,112
Salaries & Allowances[4]	$265,864
Trading & Fundraising	$8,991
Travel & Subsistence	$60,527
Utilities	$40,528
Adjustments	$7,421

Total Operating Expenditure	**$5,496,956**
Net Operating Surplus/-Deficit	**$187,152**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$230,038
Official Account	$8,234
Other Accounts	$676,588
Total Funds Available	**$914,860**

Financial Commitments	
Operating Reserve	$210,513
Other Recurrent Expenditure	$12,095
Funds Received in Advance	$55,537
School Based Programs	$280,715
Asset/Equipment Replacement < 12 months	$45,000
Capital - Buildings/Grounds < 12 months	$130,999
Capital - Buildings/Grounds > 12 months	$180,000
Total Financial Commitments	**$914,860**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
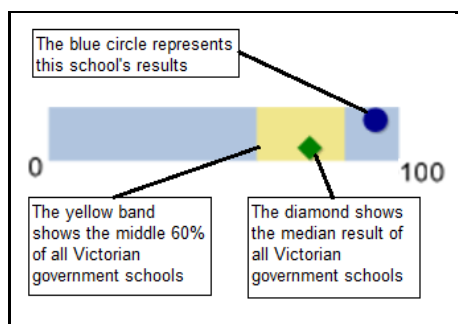
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
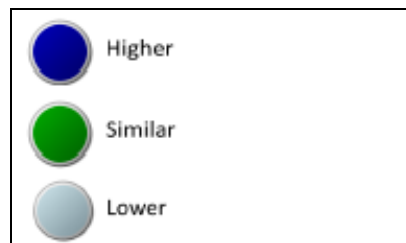
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').