2019 Annual Report to
The School Community

THE
**EDUCATION
STATE**

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 Registration 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 2019 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 20 March 2020 at 09:03 AM by Mark Natoli (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 March 2020 at 09:24 AM by Raelene Nevill (School Council President)

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 0.56 and has been reducing each year indicating a change in the demographic of students at the College.

Just under a third of these students attend the College to participate in the Melbourne City College of Football Program, whilst an increasing number of students from local primary schools are now making John Fawkner College their school of choice. The school had 340 enrollments in 2019. The student community is diverse, with over 40 different nationalities represented and approximately 12% are EAL. In 2019 there were 3 International Students enrolled at the College.

This school has 44.4 equivalent full-time staff: 2 principal class, 32.5 teachers and 11.9 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." The College values are Respect, Commitment, Academic Excellence and Continuous Improvement. 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 2018 and 2019 our priority on Building Practice Excellence allowed us to continue a 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 design and document curriculum using the Understanding by Design Framework
- Developing and embedding a whole school approach to support improvement in student literacy using Literacy for Learning
- Creating the preconditions to allow for the reporting of growth to parents in Numeracy and Literacy
- Developing the capacity of staff to utilise and analyse data to identify student understanding
- Implementing QuickSmart as a targeted literacy and numeracy program
- Building teacher capacity in the use of SWPBS

Achievement

In 2019 NAPLAN results for the Years 7-9 learning gain improved in most measures as compared to results in 2018. Our initial focus on decreasing the number of students who are achieving low relative growth and in the bottom bands of NAPLAN has started to have a positive impact, especially in numeracy, reading, spelling and grammar & punctuation. Key Improvement strategies that have been put in place with resources devoted to Literacy and Numeracy

intervention programs (such as QuickSmart) and the implementation of the Literacy for Learning Program have supported teachers to address these needs.

Our NAPLAN results are favourable although still below 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.

The improvement of these data sets in 2020 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 has been redesigned 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 in 2020. 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.

In many areas, the school performance data for 2019 indicates that our school is performing at or lower than state averages in relation to VCE and VCAL which needs to become an increasing focus for improvement. Our VCE results in 2019 have remained steady which has been expected, however, our students are still achieving at or lower than that of similar schools.

Also in 2019, with work completed around the use of data in classrooms, teacher judgement's have remained steady whilst they indicate the college is still performing lower than many similar schools.

Engagement

Following previous years where work was devoted to producing and enforcing a robust Attendance Policy. These efforts will take time to be reflected in current data sets and although the attendance data for the College still remains high, it will be a key focus of our work moving into 2020 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 refinement 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 aimed to maximise engagement for every student whilst providing meaningful pathway opportunities into senior secondary education. Following on from this, in 2019 the College redesigned the year 7&8 curriculum which is to be implemented in 2020. This work will ensure that student learning and achievement is the focus of all teachers and that the College will have a guaranteed and viable curriculum.

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 2019 was the refinement of the use 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 2019 our data for staff and parent opinion has plateaued after 2 years of significant improvement and now remain near state mean. The work we completed around staff and parent engagement at the College is represented in these data sets.

In 2019 the College data for the exit destinations of our student has improved to be similar to state, this along with a positive improvement in the student retention data for 2019 reflects the work completed in these respective areas.

Wellbeing

Overall our combined 7-12 2019 student wellbeing data has remained similar to 2018, however we are still at or below state averages. The wellbeing data sets will need to remain a focus for years to come.

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 2018/19 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 2019 we continued to implement a comprehensive Wellbeing team (whilst decreased funding has meant staffing cuts) with programs to cater for the requirements of the different student cohorts. Further, the change of a Leading

Teacher role to focus on Positive Climate for Learning will assist in this space.

The 2019 we implemented a refreshed SRC model which improved the student culture with a range of lunchtime activities, including sports, games and clubs, and 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.

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 9 and 10 and will be a focus in 2020.

Financial performance and position

In 2019 the College completed the year with a planned financial deficit. As a small school we are dependent upon state funding for completion of any capital works projects and maintenance works.

In 2019 there was a deficit of $657,942 which was a result of using long term college funds to finance capital works upgrades and the management of an existing staffing deficit.

The College did not have the required 2 month operating reserve $216,151 after allowance the revenue that has been received in advance. ($50,458)

The deficit is being addressed in 2020. It is also important to note that 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.

For more detailed information regarding our school please visit our website at www.jfc.vic.edu.au

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 340 students were enrolled at this school in 2019, 93 female and 247 male.

44 percent were EAL (English as an Additional Language) students and ND 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.

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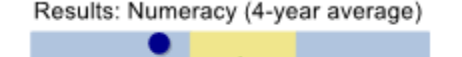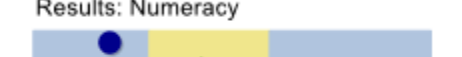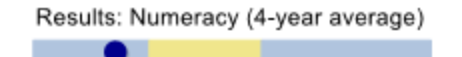
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	Similar 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	Below Below

Performance Summary

Achievement	Student Outcomes	Similar 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)	**Below** 🔵 **Below** 🔵

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 51% | Medium 41% | High 8%

Numeracy
Low 34% | Medium 59% | High 7%

Writing
Low 32% | Medium 55% | High 13%

Spelling
Low 43% | Medium 57%

Grammar and Punctuation
Low 52% | Medium 40% | High 7%

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Low 25% | Medium 50% | High 25%

Statewide Distribution of Learning Gain (all domains)

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 25% | Medium 61% | High 14%

Numeracy
Low 39% | Medium 48% | High 14%

Writing
Low 41% | Medium 57% | High 2%

Spelling
Low 27% | Medium 56% | High 18%

Grammar and Punctuation
Low 31% | Medium 51% | High 18%

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Low 25% | Medium 50% | High 25%

Statewide Distribution of Learning Gain (all domains)

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: 2019
0 ─────── 50

Results: 2016 - 2019 (4-year average)
0 ─────── 50

Below ●

Students in 2019 who satisfactorily completed their VCE: 86%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 88%
VET units of competence satisfactorily completed in 2019: 78%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 69%

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 — 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 — 50 Few absences <------> Many absences	**Below** ●

Average 2019 attendance rate by year level:	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Similar school comparison not available
	83 %	77 %	76 %	80 %	83 %	82 %	

Engagement	Student Outcomes	Similar School Comparison
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2019 0 — 100 Results: 2016 - 2019 (4-year average) 0 — 100	**Below** ●
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: 2019 0 — 100 Results: 2016 - 2019 (4-year average) 0 — 100	**Similar** ●

Performance Summary

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

Wellbeing	Student Outcomes	Similar 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: 2019 0 ──────── 100 Results: 2017 - 2019 (3-year average) 0 ──────── 100	Below ●
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: 2019 0 ──────── 100 Results: 2017 - 2019 (3-year average) 0 ──────── 100	Below ●

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, 2019	
Revenue	**Actual**
Student Resource Package	$4,157,349
Government Provided DET Grants	$1,040,465
Government Grants Commonwealth	$7,808
Revenue Other	$132,856
Locally Raised Funds	$307,496
Total Operating Revenue	**$5,645,973**

Equity¹	
Equity (Social Disadvantage)	$442,920
Equity (Catch Up)	$49,886
Equity Total	**$492,806**

Expenditure	
Student Resource Package²	$4,263,142
Books & Publications	($70)
Communication Costs	$16,902
Consumables	$133,006
Miscellaneous Expense³	$593,180
Professional Development	$166,805
Property and Equipment Services	$652,007
Salaries & Allowances⁴	$354,835
Trading & Fundraising	$31,086
Travel & Subsistence	$50,475
Utilities	$42,546
Total Operating Expenditure	**$6,303,915**
Net Operating Surplus/-Deficit	**($657,942)**
Asset Acquisitions	**$59,155**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$171,583
Official Account	$44,568
Other Accounts	$0
Total Funds Available	**$216,151**

Financial Commitments	
Operating Reserve	$216,151
Other Recurrent Expenditure	$6,709
Funds Received in Advance	$50,458
Total Financial Commitments	**$273,318**

(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 26 February 2020 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)
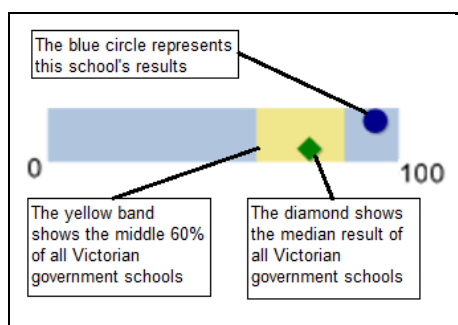
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above
Similar
Below
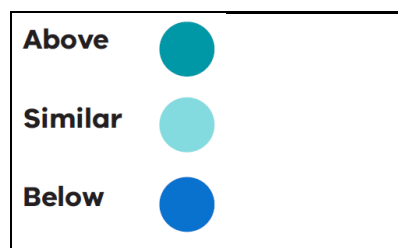
What does '*Data not available'* or *'ND'* mean?

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').