

2020 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 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 2020 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 11 March 2021 at 10:09 AM by Mark Natoli (Principal)

The 2020 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 19 March 2021 at 01:05 PM by Natalie Abboud (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 quarter 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 2020. The student community is diverse, with over 40 different nationalities represented and approximately 12% are EAL. In 2020 there were 2 International Students enrolled at the College.

This school has 44.75 equivalent full-time staff: 2 principal class, 3 leading teachers, 2 learning specialists, 25.69 teachers and 11.06 Education Support Staff.

In late 2017 John Fawkner re-visioned the College values with input from all stakeholders. In 2018 the College 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 the 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 2020, the College's AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Empowering Students and Building School Pride. This included:

- Establishing a PLC culture with a focus on quality feedback
- Building teacher capacity to effectively teach to an agreed instructional model
- Building teacher capacity to effectively teach literacy within all learning areas and studies
- Documenting an agreed and viable curriculum using the UBD framework
- Establishing and implement attendance, wellbeing and engagement strategies
- Establishing a whole school orderly environment that promotes a positive climate for learning

The data sets which the Key Improvement Strategies are measured against were not conducted in 2020 due to COVID 19. As a result of COVID 19 the priority for 2020 had to shift with the main focus of staff to consistently implement the College Instructional Model as well as documenting a Guaranteed and Viable Curriculum. The level of teacher collaboration has significantly increased in 2020 as our PLCs and staff capacity increase. Due to COVID 19, this work has shifted from the focus set in this AIP. After the completion of review, including forums, learning walks and staff meetings, the main areas of progress included:

- Positive gains in the School Staff Survey showed clear evidence of their impact, with additional evidence gathered through peer observation and learning walks and recorded as part of 2020 AIP monitoring. This showed positive changes in teacher practice and student learning outcomes.

- Implementation of Staff Self Care Plans and the commencement of the Wellbeing Team Restructure, with internal data sets such as Pivot, and ATOSS showing improvement
- Confirmation that the College Curriculum will be documented in the expected timeframes with a move to continuous reporting in 2022
- Completion of staff training in preparation for whole school literacy push in 2021
- Continued support and development of the Quicksmart program and introduction of MYLNS
- Improved Parent Satisfaction

Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. Our initial focus on decreasing the number of students who are achieving low relative growth and in the bottom bands of NAPLAN has continued to have a positive impact, especially in numeracy, reading and writing. Key Improvement strategies that have been put in place with resources devoted to Literacy and Numeracy intervention programs (such as QuickSmart and MYLNS) and the continued implementation of the Literacy for Learning Program have supported teachers to address these needs.

Students in Years 7 through to 10 continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected. NAPLAN in 2020 was not conducted, however internal PAT data and Teacher Judgement Scores continue to provide a level of accuracy to assist with teacher planning and curriculum design. In 2020 the school increased the percentage of Year 7-10 students who were above the expected standard of the Victorian Curriculum.

Students in Year 12 continue to maintain a 4-year average for the VCE All Studies mean score of 23, however the College will be looking to see meaningful improvement in this data for 2021 with preparation work that has been put in place. In 2020 the College saw a significant increase in the successful completion of VCE which is now at 97%.

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.

A range of additional literacy support in the classrooms and withdrawal groups were trialled in Year 9-10 classes in 2020 with some success. The use of Quicksmart and MYLNS support in 2020 has seen an increased level of students making an increase in their learning growth as measured by the Victorian Curriculum. In 2021, the College looks to expand these programs as well as to provide access to students using the Victorian High Ability Program.

Our PSD program was 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 2021, with most students supported through the Program for Students with a Disability showing satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.. The College has continued to provide extra support to recently arrived non-English speaking students through additional EAL support classes. The after school Homework Club will also assist with this work.

Engagement

This year the College focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2020 included re-establishing our pastoral care programs and increasing the status of the Student Representative Council. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Students were also authentically engaged as stakeholders in the feedback processes using Pivot surveys.

In 2020 the College continued to devote time implementing 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 2021 and beyond. Attendance rates increased for years 7, 11 and 12, however

have remained low for 8, 9 and 10. In 2020, the College continued to work with families to ensure students were at school and learning during onsite instruction. The college continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The college works closely with wellbeing staff to support chronic absences and return to school processes. Our attendance during remote learning was similar to the attendance while onsite.

In 2020 the College data for the exit destinations of our students has continued to improve to now be above state average. This reflects the work completed in these respective areas with dedicated careers and pathways staff. Like many schools, our retention data has decreased with many families opting to move further out of Melbourne due to COVID 19.

In 2020, the use of Pivot student feedback surveys continued to demonstrate that the College values student voice and agency in their own learning and teachers in 2021 will look to expand on this work. The results of this were promising with overall school improvement in the relationships between students and teachers as well as the levels of trust in staff.

Wellbeing

We have made significant progress in student wellbeing over the past two years, and this is reflected in ongoing improvements in our Attitudes to School and Parent Opinion Data survey results. In 2020 results relating to Student Sense of Connectedness and Management of Bullying significantly increased in positive endorsement to now be above similar schools and state averages. Through these improved outcomes, the College now has a 'similar' comparison to like schools when measuring Sense of Connectedness and Management of Bullying, a large improvement from 2019.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2020 the school continued to promote a positive learning environment for all students through SWPBS and is now looking to extend the wellbeing team with the addition of a Multicultural Aide, PSD Coordinator and Mental Health Practitioner.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, performing above the stage average of all Victorian Schools. To build parent involvement, the College implemented the Parent and Community Engagement Policy which has seen an increase in the relationships, conversations and support between school and home.

The staff satisfaction, according to the School Staff Survey, fell for the first time in 4 years with School Climate being lower than the state average. In many cases, staff feedback puts this due to the impact of COVID 19 workload.

Financial performance and position

In 2020 the College completed the year with a surplus of \$7,094, which considering the COVID challenges with parent payments and school budgets was a positive achievement. As a small school we are dependent upon state funding for completion of maintenance works. The Department assisted with 12 repairs to building and grounds including the boy's toilet renovations, replacing light fittings and repainting ceilings in E block.

Although the College had a \$210,363 credit deficit (salaries), the cash or operations budget balanced to cover this with a small surplus.

The College was also able to maintain a two month required operating reserve.

It is 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.

Again, with strategic management and a cost effective and modest budget we should be able to consolidate on the budgetary work the College has achieved in 2021.

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



Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 347 students were enrolled at this school in 2020, 103 female and 244 male.

45 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

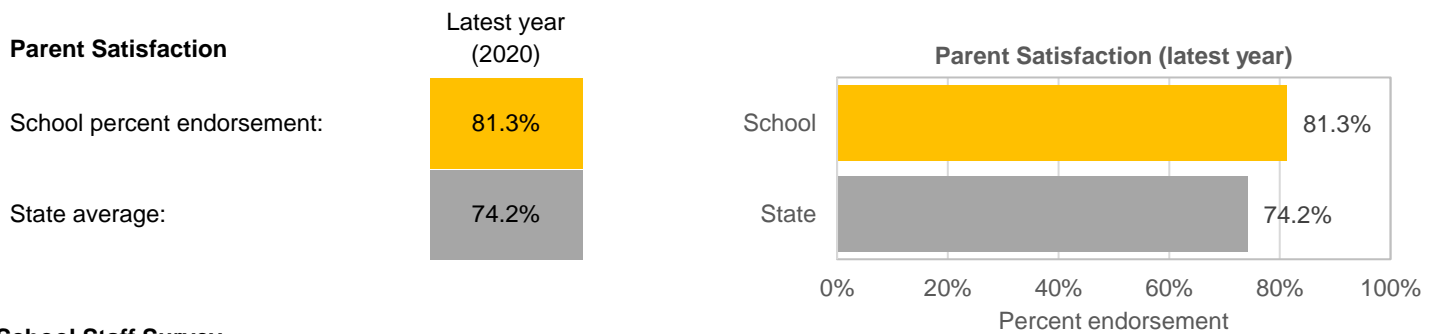
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

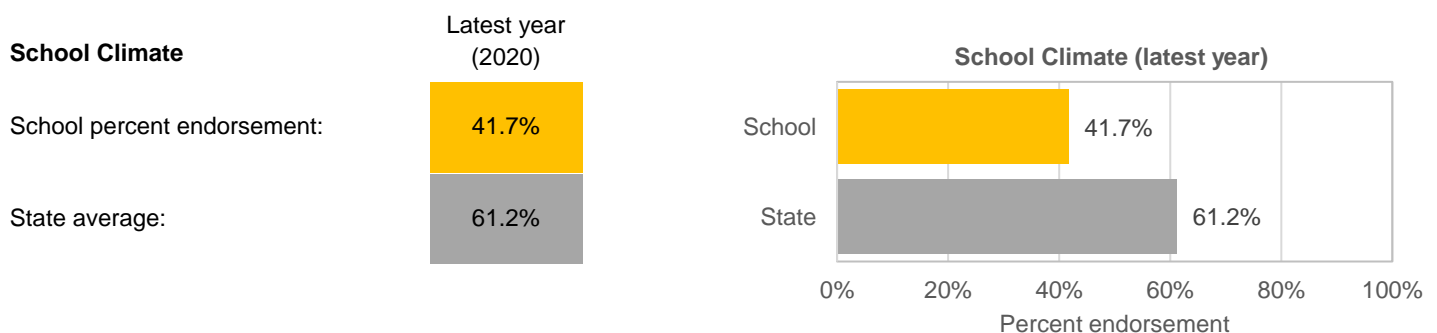


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

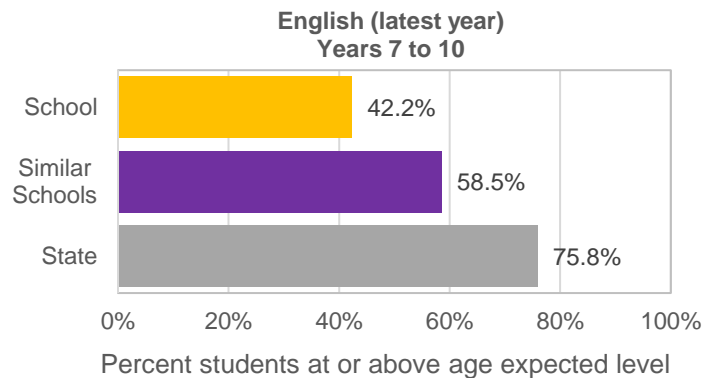
42.2%

Similar Schools average:

58.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

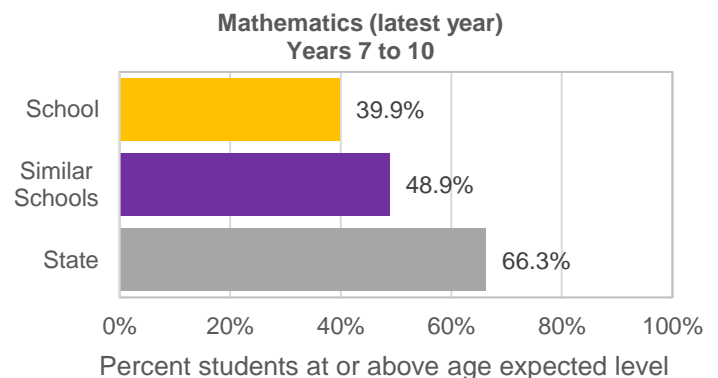
39.9%

Similar Schools average:

48.9%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

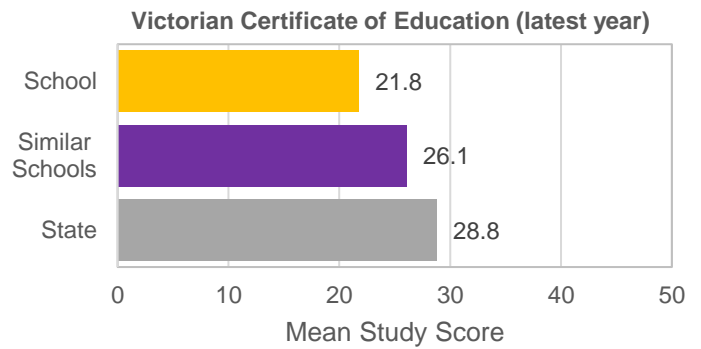
ACHIEVEMENT (continued)

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.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	21.8	23.0
Similar Schools average:	26.1	26.0
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

97%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

54%

VET units of competence satisfactorily completed in 2020:

58%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

55%

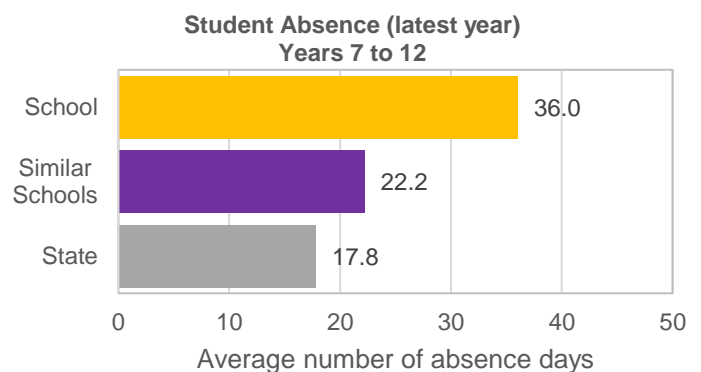
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	36.0	36.9
Similar Schools average:	22.2	23.3
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

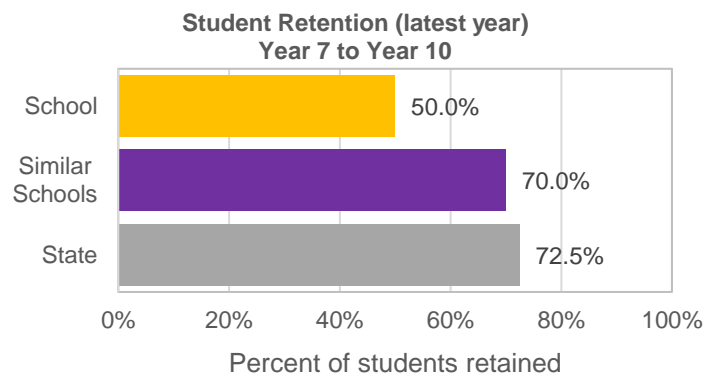
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	83%	75%	76%	78%	87%	89%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	50.0%	59.5%
Similar Schools average:	70.0%	70.6%
State average:	72.5%	72.9%



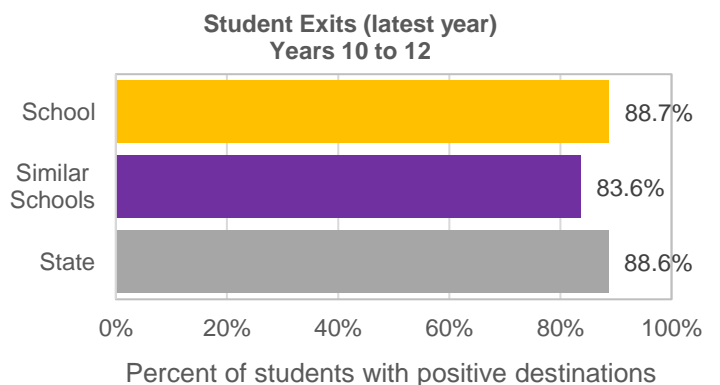
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	88.7%	88.0%
Similar Schools average:	83.6%	85.1%
State average:	88.6%	89.1%



WELLBEING

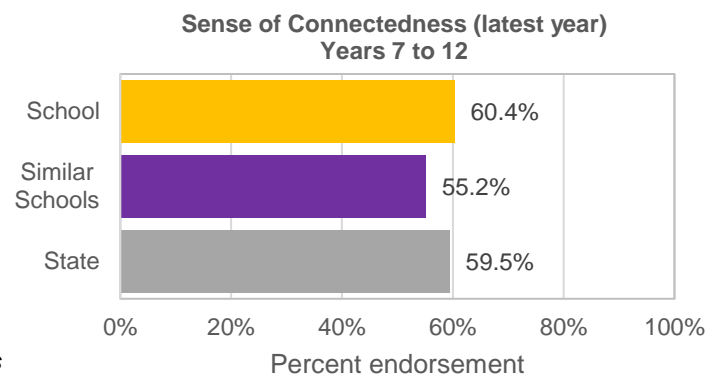
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	60.4%	43.2%
Similar Schools average:	55.2%	50.7%
State average:	59.5%	55.3%



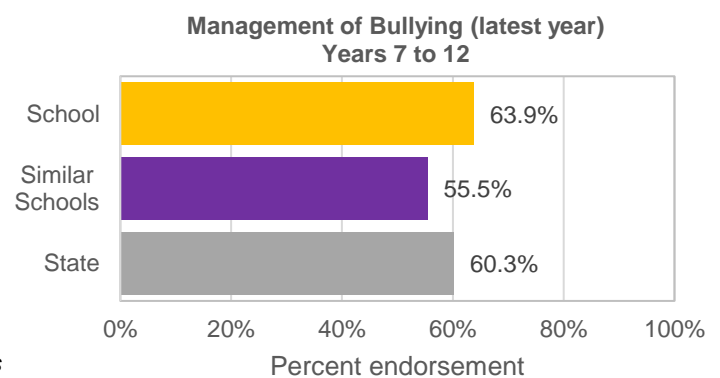
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	63.9%	43.9%
Similar Schools average:	55.5%	53.4%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,376,198
Government Provided DET Grants	\$1,122,203
Government Grants Commonwealth	NDA
Government Grants State	\$10,375
Revenue Other	\$13,033
Locally Raised Funds	\$125,985
Capital Grants	NDA
Total Operating Revenue	\$5,647,794

Equity ¹	Actual
Equity (Social Disadvantage)	\$461,491
Equity (Catch Up)	\$50,152
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$511,643

Expenditure	Actual
Student Resource Package ²	\$4,585,998
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$19,443
Communication Costs	\$17,343
Consumables	\$105,528
Miscellaneous Expense ³	\$143,000
Professional Development	\$29,737
Equipment/Maintenance/Hire	\$78,404
Property Services	\$271,205
Salaries & Allowances ⁴	\$153,409
Support Services	\$190,219
Trading & Fundraising	\$9,759
Motor Vehicle Expenses	\$2,691
Travel & Subsistence	NDA
Utilities	\$33,964
Total Operating Expenditure	\$5,640,700
Net Operating Surplus/-Deficit	\$7,094
Asset Acquisitions	\$29,602

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$396,063
Official Account	\$43,704
Other Accounts	NDA
Total Funds Available	\$439,767

Financial Commitments	Actual
Operating Reserve	\$143,971
Other Recurrent Expenditure	\$15,237
Provision Accounts	NDA
Funds Received in Advance	\$74,076
School Based Programs	\$38,539
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$14,099
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$285,923

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.