

# 2025 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 April 2026 at 01:23 PM by Lisa Vinnicombe (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 April 2026 at 01:23 PM by Lisa Vinnicombe (Principal)

## How to read the Annual Report

### What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

### 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

## NDP and NDA

'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.

'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.

## 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 disabilities 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').

## Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### School context

#### Vision:

*John Fawkner College welcomes and supports students from the broader community, embracing difference and promoting equality. Ours is a global learning community, reflective of a changing world, where students are challenged daily to be curious, to be their best, to think widely and deeply, and to be kind and compassionate.*

Enrolment figures in 2025 sat around 230, and 38 staff including ES. JFC is located 12 km north of the city centre, easily accessible by public or private transport. The student population are a reflection of the local community which is very diverse. Many students come from backgrounds other than English and some require extra language support. Most students are in the designated zone, and choose to come to their local school. There are two key primary schools close by and we work closely with those schools in a hub, designed to increase enrolment and engagement.

The school first opened in 1957 and many of those buildings still remain. In 2024 we received 14.5 million dollars to build a STEAM centre and a Food Tech/cafeteria, as stage one of the master plan. In March 2025, the work ceased when the company went into administration and was due to restart in 2026.

The school has faced staffing challenges in the past and our current stable leadership and staff is proving to be key to steady improvement in engagement and learning. We continue to see this as a crucial factor to transforming the school.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

Over the course of the year, the school made steady progress toward its improvement goals, with a strong focus on improving teacher practice as the key lever for enhancing student learning outcomes. This work was underpinned by the consistent implementation of the school's Instructional Model, supported through targeted professional learning, coaching, and strengthened curriculum documentation.

A key highlight was the embedding of the Instructional Model across classrooms. Through professional learning and ongoing reinforcement, there was increased consistency in lesson structure, including clearer learning intentions, explicit teaching, and checks for understanding. This consistency contributed to improved student engagement, with Attitudes to School data indicating a positive shift in students' sense of connectedness and confidence in their learning.

A second highlight was the introduction of a structured coaching program. Teachers engaged in regular coaching cycles focused on refining their instructional practice, particularly in the areas of explicit instruction and formative assessment. This resulted in more responsive teaching and greater clarity for students about how to improve. Emerging internal data suggests a reduction in the number of students performing below expected levels in core learning areas.

Curriculum documentation was also strengthened, with teams developing clearer unit plans aligned to the Victorian Curriculum. This provided greater coherence across classes and ensured that all students had access to guaranteed and viable curriculum. The use of common assessment tasks further supported consistency in teacher judgement and enabled more precise analysis of student learning data.

These improvements in teaching practice were reflected in student outcomes. NAPLAN results showed slight but positive growth, indicating early impact, while internal data pointed to improved learning growth across key domains. Furthermore, VCE average study scores and English average study score have started to trend upwards.

Overall, the school has established strong foundations in teacher practice and instructional consistency, which are beginning to translate into improved student learning outcomes and will continue to drive further improvement

## Wellbeing

In 2025, the College's overarching wellbeing goal was to strengthen student wellbeing to enhance learning outcomes for all students.

To support this objective, several key initiatives were prioritised. These included the continued development of School Wide Positive Behaviour Support (SWPBS), with a particular focus on strengthening tier 2 and tier 3 intervention structures for students requiring additional support. Concurrently, developing staff capability in tier 1 practices was enhanced through targeted professional learning in Positive Classroom Management Strategies (PCMS). A further priority was fostering students' sense of connectedness to school through the implementation of a Human Rights based approach across College programs.

A significant highlight of this work was the extensive professional learning undertaken by staff in PCMS, equipping them with evidence based strategies to effectively support both student learning and wellbeing within the classroom environment.

Analysis of multiple data sets indicates substantial growth. In 2025, negative behaviour incidents decreased by 30% compared to 2024, while positive behaviour acknowledgements increased by 98%. This reflects a strong and deliberate shift towards recognising and reinforcing positive student behaviours in line with our SWPBS expectations matrix.

The Student Attitudes to School Survey, reflected our improvement, which showed significant gains across several areas, including Management of Bullying, Sense of Connectedness, Effective Classroom Behaviour, and High Expectations for Success. These outcomes can be attributed to the strengthened tier 2 and tier 3 support structures implemented by the Wellbeing team, alongside the continued rollout of the Disability Inclusion model.

The SMAD team (Students Making a Difference) were a notable highlight within the college community. Through their support of the Connect program and the Social Awareness calendar,

they played a pivotal role in advancing the college's Human Rights approach and fostering an inclusive, respectful, and connected school culture.

## Engagement

A key indicator of student engagement at the College is attendance. Following a comprehensive review of attendance processes in 2024, improving student attendance was identified as a strategic priority in 2025. This work focused on reinforcing a clear and consistent message around the importance of attending every class, every day, supported by a structured and staged response to non-attendance. As a result, the college achieved significant improvement, with the 2025 attendance rate reaching 83.4%, an increase of 7.2% compared to 2024, and the highest rate recorded over the past 5 years. This improvement was further reflected in a reduction in student absences, with the average number of days absent decreasing to 32.8 days per student. This represents a notable improvement compared to previous years and has positioned the college favourably in comparison to similar schools.

These gains can be attributed to the sustained efforts of staff in strengthening classroom engagement and academic rigour. Key initiatives included the refinement of the assessment schedule, the introduction of semester examinations for students in years 9-11 and the implementation of a clearly articulated learning progression policy.

Positive trends were also evident in the Student Attitudes to School Survey, which showed significant improvement in the areas of Attitudes to Attendance, Teacher Concern, and Stimulated Learning.

In addition, the alignment of the JFC Instructional Model with the Victorian Teaching and Learning Model 2.0 (VTLM) has been a key driver of improvement. Targeted professional learning has supported staff to implement high impact teaching strategies, resulting in increased student engagement, improved learning outcomes, and stronger attendance.

Key highlights across the year included the Year 7 and 8 camp at Toolangi, our Swimming and Athletics carnivals which saw strong participation from our students. The SMAD (Students Making a Difference) team also demonstrated leadership across the college by coordinating and promoting key events such as International Women's Day, Cultural Week, R U OK? Day, and Wear It Purple Day, further strengthening student connection and engagement within the school community.

## Other highlights from the school year

In 2025, the school continued the partnership with Melbourne Victory school of Football, where students from years 7 - 10 engaged in a training program with the club, focussing on teamwork, ball skills, and leadership. The program was designed to support classroom learning and also included running a Gala Day with 300 primary school students.

Our partnership with SCOE (STEM Centre of Excellence) at the University of Melbourne. Students from across all year levels had the opportunity to participate in excursions to the centre, and the Year 12 graduation ceremony was held in the theatre in December.

Students in all year levels were given the opportunity to sign up for a range of interschool sports held at various venues across the city.

Students at all year levels also participate in a range of excursions outside school, mostly with a curriculum focus, and including the zoo, careers expo, Marine centre, just to name a few.

Camps were also conducted at year 7/8 for all students and 10/11/12 for students in the Outdoor Education class.

## Financial performance

John Fawkner College recorded a managed deficit of \$168,239 in 2025. This position was managed by offsetting the credit deficit through the cash budget, along with the school receiving Small School Deficit Reduction funding and approved Workforce Bridging support, together totalling \$103,531.

The Financial Commitment Summary reports total committed funds of \$171,016. These funds were used to support staffing in the credit budget through Department cash-funded initiatives, along with School Based Programs including joint-use arrangements, student engagement initiatives, scholarships and Active Schools Small Grants.

The school received \$53,283 from overseas fee-paying students and was successful in securing \$32,961 in federal and state grants during 2025. In addition, the VSBA provided funding for furniture and equipment for the new science and food technology buildings, which are due for completion in 2026.

School Council maintained existing service provider and cleaning arrangements, with no major new long-term contracts entered into during the year.

**For more detailed information regarding our school please visit our website at  
<https://www.jfc.vic.edu.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 2.0 (FISO 2.0).

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 249 students were enrolled at this school in 2025, 84 female and 165 male. 52% had English as an additional language and NDP 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). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **High**.



### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	NDP	
	Similar schools	74.6%	
	State	74.1%	

### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	NDP	
	Similar schools	61.1%	
	State	59.3%	

## LEARNING

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>45.2%</b>	<b>32.2%</b>
	Similar schools	57.7%	58.2%
	State	65.9%	65.7%
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>30.0%</b>	<b>23.1%</b>
	Similar schools	58.0%	53.8%
	State	62.7%	61.0%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>43.8%</b>	<b>37.2%</b>
	Similar schools	56.1%	55.0%
	State	65.6%	63.5%
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>20.7%</b>	<b>21.7%</b>
	Similar schools	53.3%	50.6%
	State	61.9%	60.2%

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
<b>Reading Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>52.4%</b>
	Similar schools	73.1%
	State	74.1%
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>47.4%</b>
	Similar schools	73.7%
	State	73.5%

## Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).




This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025	3-year average
<b>VCE/VCE VM completion rate</b>	<b>School</b>	<b>88.9%</b>	<b>79.6%</b>
	Similar schools	93.3%	92.7%
	State	97.2%	96.9%
<b>Mean VCE study score</b>	<b>School</b>	<b>22.7</b>	<b>NDA</b>
<b>Total VCE VM students</b>	<b>School</b>	<b>NDP</b>	<b>NDP</b>

## WELLBEING




### Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>44.1%</b>		<b>41.5%</b>
	Similar schools	53.3%		48.8%
	State	49.8%		47.7%

### Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>43.7%</b>		<b>40.4%</b>
	Similar schools	58.2%		53.9%
	State	50.8%		48.6%

## ENGAGEMENT

### Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	4-year average
% of students exiting to further studies or full-time employment	School	17.5%	54.8%
	Similar schools	69.2%	68.6%
	State	81.5%	81.2%

### Student retention

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

		2025	4-year average
Real retention rate	School	62.5%	60.1%
	Similar schools	66.7%	68.0%
	State	68.8%	68.7%

### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Year 7 - 12	School	32.8	42.9
	Similar schools	37.6	37.0
	State	30.2	29.4

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Year 7	School	85.1%
Year 8	School	74.4%
Year 9	School	79.4%
Year 10	School	85.6%
Year 11	School	84.7%
Year 12	School	88.7%



## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$4,539,855
Government Provided DET Grants	\$979,398
Government Grants Commonwealth	\$11,243
Government Grants State	\$3,756
Revenue Other	\$25,627
Locally Raised Funds	\$77,622
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,637,501</b>

Equity	Actual
Equity (Social Disadvantage)	\$292,678
Equity (Catch Up)	\$43,732
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$336,410</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$4,801,708
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$39,123
Communication Costs	\$7,095
Consumables	\$44,423
Miscellaneous Expenses <sup>2</sup>	\$27,892
Agency Staff	\$106,802
Professional Development	\$11,655
Equipment/Maintenance/Hire	\$40,500
Property Services	\$70,235
Salaries & Allowances <sup>3</sup>	\$50,517
Support Services	\$255,039

Expenditure	Actual
Trading & Fundraising	\$2,953
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,486
<b>Total Operating Expenditure</b>	<b>\$5,503,428</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$134,073</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$535,526
Official Account	\$22,402
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$557,928</b>

Financial Commitments	Actual
Operating Reserve	\$116,953
Other Recurrent Expenditure	\$4,196
Provision Accounts	\$0
Funds Received in Advance	\$66,726
School Based Programs	\$16,282
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,831
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$64,981
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$287,969</b>

*All funds received from the Department of Education, 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.*