

# 2017 Annual Report to the School Community



School Name: Fitzroy High School

School Number: 8742

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*



## About Our School

### School Context

Fitzroy High School is located in North Fitzroy in the City of Yarra, which is part of inner Melbourne. Established in 1915, the school was closed in 1992 and reopened in 2004 as a direct result of local community action. The Student Family Occupation and Education (SFOE) Index indicates the school has a relatively high socio-economic background with the student body reflecting the population characteristics of the City of Yarra which is the most diverse Local Government Area in Australia.

The existing school buildings were refurbished prior to the reopening in 2004 and a new wing was built in 2009 to accommodate the introduction of the VCE. The school grounds are limited in size resulting in very little recreation space. On street frontages, the school is unfenced or there is low fencing reflecting the welcoming ethos of the school and after school community use of its facilities is encouraged.

The school is capped at 600 students with 604 enrolments in 2017. A high demand for places at all year levels sees student numbers continue to grow with full enrolment in Years 7 to 10. The student community is diverse and reflects the inclusive nature of the school.

In 2017, the school has 42.1 equivalent full time teaching staff, including 6 Leading Teachers and 2 Principal Class, and 17.0 equivalent full time Education Support Staff.

Fitzroy High School has a strong educational philosophy that promotes the personalisation of learning and challenges students to take control of their learning and to improve their performance across a broad curriculum. The school strives for excellence and equity and aims to be a humane learning community in which teachers use relationships to deepen their knowledge of students. The strategic intent is to have a school where students reach their personal best in academic, physical, social and emotional areas, leading to high levels of performance and attainment.

Our school values all young people as individuals, learners and contributors. Our students will become independent, reflective and creative thinkers, responsible and active citizens. The school community strives to provide a stimulating, tolerant and understanding environment in which all students can reach their full potential. The school's organisational structure is based on teams that support student learning, the personalisation of the curriculum and fosters the development of strong academic and personal relationships.

### Framework for Improving Student Outcomes (FISO)

In Term 1 2017, Fitzroy High School completed a peer review which identified that the key challenges for the school from 2017 which included:

- 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

A new Strategic Plan for 2017-2020 was written, incorporating the following two strategic goals:

1. By 2020, FHS will ensure that the vision, values and philosophy of the school informs and underpins the:
  - Curriculum
  - Policy and procedures
  - Teaching and learning
  - Wellbeing and engagement
2. By 2020, an explicit model for teaching and learning based on the vision and values of FHS will be identified, implemented and evaluated

The 2017 Annual Implementation Plan focused on the FISO initiatives of Building Practice Excellence and Curriculum Planning and Assessment, with the following key improvement strategies:

- To implement an exemplary teaching and learning framework based on the Victorian Curriculum that is in line with the vision and values of Fitzroy High School
- To build the capacity of all stakeholders
- To meet the learning needs of students through the provision of a variety of programs and pathways



## Achievement

In 2017, the school focussed on developing criterion referenced frameworks to support teachers in a.) making more accurate judgements against the Victorian Curriculum and b.) using assessment data to inform the planning of next steps for individual students. Compared with 2016, student outcomes improved in teacher judgements against the Victorian Curriculum compared with similar schools. While teacher judgements of Mathematics remained “lower” than other schools, those of English moved from “lower” to “similar”.

In NAPLAN, the percentage of students in the top 3 bands at Year 9 for Reading and Numeracy increased and the four-year average or Numeracy moved from “similar” to “higher” than other schools. Compared with 2016, the NAPLAN high gain growth from Year 7-9 was higher in Reading; similar in Writing and Grammar and Punctuation; and lower in Numeracy and Spelling.

The VCE all study score remained above the State all study mean in 2017 and the English mean study score significantly improved to 32.5, which is well above the state mean. 100% of students satisfactorily completed VCE, 77% completed VET and 71% completed VCAL. All 20 students on the Program for Students with a Disability showed progress at satisfactory or above in achieving their individual goals.

## Engagement

In 2017, the school focussed on continuing to develop and implement of a whole school approach to improve student attendance, as well as undertaking targeted wellbeing and engagement programs and teaching strategies for students at risk. The 2017 student absence data showed a great improvement and the four-year average is now “similar” to other similar schools, rather than “lower” as it has been prior to this year. The average attendance rates for all year levels improved, with significant improvement at Years 10-12. The school will continue to embed consistency in the implementation of the range of actions identified in the AIP to improve student attendance, including the use of Compass by the whole school community as well as timely followup of absences through a range of communication methods.

Real retention data for Year 7 to 10 also improved and was the highest for the last four years, close to the State benchmark and now “similar” to similar schools rather than “lower”.

The exit destination data showed marked improvement, with the percentage of students from Years 10 to 12 going on to further studies or full-time employment now “similar” to similar schools rather than “lower” and now above the state median.

## Wellbeing

In 2017, the school focussed on building the capacity of all stakeholders to support wellbeing by providing opportunities for staff to be trained in targeted programs, including Trauma Informed Practice, Respectful Relationships and Restorative Practices. The school became a lead school for Respectful Relationships, working with partner schools.

In the Student Attitudes to School survey results, the 2017 outcome for School Connectedness showed great improvement and was well above the state median and similar to similar schools. The Management of Bullying factor was also higher than the state median and again similar to that of similar schools.

The success of the student wellbeing area is a result of the school’s culture of positive relationships, and the consistent, sustained development of a whole school approach to wellbeing. The school will continue to build on opportunities to enhance existing wellbeing initiatives, including better understanding and addressing barriers to learning which impact on engagement and wellbeing.

The school continued to work with Collingwood College to embed a culture of excellence in the senior programs, including student engagement and wellbeing. Areas of ongoing improvement include more effective processes for identifying students’ needs across the two schools; and more efficient handling of attendance issues.

For more detailed information regarding our school please visit our website at  
[www.fitzroyhs.vic.edu.au](http://www.fitzroyhs.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	
<p><b>Enrolment Profile</b></p> <p>A total of 604 students were enrolled at this school in 2017, 257 female and 347 male.</p> <p>11 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## 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
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Lower</p>



## 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
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Higher</p>

## 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																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>41%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>45%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>51%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>41%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>40%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	41%	33%	Numeracy	17%	45%	38%	Writing	20%	51%	29%	Spelling	27%	41%	32%	Grammar and Punctuation	16%	40%	44%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>100%</b>            Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>30%</b>            VET units of competence satisfactorily completed in 2017: <b>77%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>71%</b></p>																										



## 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												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	89 %	90 %	90 %	91 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	89 %	90 %	90 %	91 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>												



## 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
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# 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*' 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').

## Financial Performance and Position

### Financial performance and position commentary

The school manages its finances in accordance with DET guidelines and processes. School Council oversees the school budget and supports the Principal and Business Manager to provide strong leadership in managing financial resources. The budget is developed in consultation with School Council, leadership teams and other staff and is aligned to the achievement of the goals and targets identified in the School Strategic Plan and Annual Implementation Plan. Increasing costs of replacement teaching staff, rising utilities costs and the diminishing capacity of families to meet the cost of essential items present challenges and SRP credit funds have become a significant component of cash expenditure. Locally raised funds are important to the school to maintain and improve facilities, develop the grounds and provide a range of additional resources. Equity funding was used to implement professional learning programs to meet the needs of students at risk, including the provision of a 0.4 curriculum support position. Fitzroy High School also received additional funds from DET as part of the Respectful Relationships initiative in which the school leads partner schools to develop programs. The funding was used to assist the school in meeting its lead school obligations, including training a number of staff in the Respectful Relationships curriculum delivery.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,610,335	High Yield Investment Account	\$77,563
Government Provided DET Grants	\$752,413	Official Account	\$76,152
Government Grants Commonwealth	\$2,500	Other Accounts	\$119,771
Government Grants State	\$9,725	<b>Total Funds Available</b>	<b>\$273,486</b>
Revenue Other	\$50,049		
Locally Raised Funds	\$421,190		
<b>Total Operating Revenue</b>	<b>\$6,846,212</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$40,014		
Equity (Catch Up)	\$29,678		
<b>Equity Total</b>	<b>\$69,692</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$5,453,527	Operating Reserve	\$10,000
Books & Publications	\$11,998	Revenue Received in Advance	\$159,603
Communication Costs	\$29,492	School Based Programs	\$90,092
Consumables	\$182,347	Capital - Buildings/Grounds incl SMS>12 months	\$13,791
Miscellaneous Expense <sup>3</sup>	\$512,386	<b>Total Financial Commitments</b>	<b>\$273,486</b>
Professional Development	\$42,196		
Property and Equipment Services	\$446,221		
Salaries & Allowances <sup>4</sup>	\$318,307		
Trading & Fundraising	\$7,347		
Travel & Subsistence	\$791		
Utilities	\$50,991		
Adjustments	\$3,000		
<b>Total Operating Expenditure</b>	<b>\$7,058,603</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$212,391)</b>		



**Asset Acquisitions**

**\$5,500**

- (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 05 March 2018 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.*

