

2018 Annual Report to The School Community



School Name: Fitzroy High School (8742)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2019 at 02:11 PM by Linda Mitchell
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 08:02 AM by Ralph Saubern
(School Council President)

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 629 enrolments in 2018. 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 2018, the school has 43 equivalent full time teaching staff, including 5 Leading Teachers, a Learning Specialist and 2 Principal Class, and 18.5 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.

Fitzroy High School continued in 2018 the successful partnership with Collingwood College to co-deliver VCE, with teachers working across the two schools to plan together and improve student outcomes.

Framework for Improving Student Outcomes (FISO)

In 2018, the Annual Implementation Plan continued to focus on the two overall goals of the Strategic Plan:

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, which relates to the FISO initiative "Vision, values and culture" and

2. By 2020, an explicit model for teaching and learning based on the vision and values of FHS will be identified, implemented and evaluated, which relates to the FISO initiative "Evaluating impact on learning".

A major focus for 2018 was the Professional Learning Communities initiative, establishing a culture of shared vision and purpose that promotes trust and collaboration among teachers, ensuring learning success for every student aligned with the unique characteristics of FHS. The provision of time and support for teachers to meet in learning-area-based Professional Learning Communities, such as English, Humanities, Maths, Arts/Technology, Science, Health/PE and LOTE, has impacted on developing this culture and will continue in 2019. Professional learning for High Impact Teaching Strategies occurred in these meetings and was related to specific theories of action and inquiry cycles for improved student outcomes. Teachers now have a better understanding of High

Impact Teaching Strategies in their classroom practice, as well as a greater capacity to incorporate them into their teaching practice. The work will continue in 2019, where the focus will be on incorporating High Impact Teaching Strategies into an explicit model for teaching and learning. The nomination of Fitzroy High School as a Professional Learning Communities "Link" School, modelling and sharing practice with other schools, is recognition of the quality of the work that has already been done.

The Professional Learning Communities initiative has also impacted on the way that teachers collaborate within teams to support student learning, wellbeing and engagement. In 2018, the provision of time for Advisory teachers to collaborate has resulted in a more developed Advisory curriculum including Respectful Relationships, as well as a stronger approach to wellbeing and engagement issues, including student attendance. In 2018 staff undertook two of the four days of training for the Berry St Education Model which focuses on trauma-informed practice and will undertake the final two days in 2019. The goal is for all staff to adopt trauma informed and restorative practices in order to create an environment that will support student wellbeing, engagement and learning. In addition, it was decided to implement School Wide Positive Behaviour support in 2019 and beyond, in response to feedback from students and staff that this would strengthen the Respectful Relationships and Berry St work, and would lead to a more positive learning environment for all. Fitzroy High School is recognised throughout the state for its work as a lead school for Respectful Relationships.

Students have been providing more regular feedback to teachers and peers, through the use of a number of surveys including Pivot. They have had a renewed focus on shaping the curriculum and learning activities in Excel and some core subject areas, eg Year 8 English. The target to develop metacognitive skills in students, including being better able to articulate their learning goals and experience greater learning confidence and motivation, has not yet been met but the school will continue this work in 2019. The nomination of Fitzroy High School as an "Amplify" pilot school, trialling strategies for increasing student voice, leadership and agency, is recognition of the work already undertaken in these areas.

Achievement

Compared with 2017, teacher judgements of student outcomes in English against the Victorian Curriculum remained above the state median and similar compared with similar schools. Teacher judgements of Mathematics remained "lower" than those of similar schools, as well as lower than the state median. This can be attributed to a more accurate judgement of Victorian Curriculum levels using teacher judgements and other data such as Maths Pathway. The growth in student achievement in Maths, on the other hand, was excellent, indicating that once students master the elements that they need to over time, their achievement will improve.

In NAPLAN, the learning gain from years 7-9 in Numeracy also increased, indicating more students with "medium" and "high" gain, and fewer students with "low" gain. The number of students in the top three bands in NAPLAN Numeracy was well above the state median at both years 7 and 9 and "similar" to other similar schools. The number of students in the top three bands of NAPLAN in Reading, Spelling and Grammar and Punctuation was "similar" to other similar schools, as well as being above the state median, especially in Reading. The NAPLAN learning gain from years 7-9 was similar to the previous year in Reading, Spelling and Grammar and Punctuation. However, the learning gain from years 7-9 in Writing was disappointing, indicating fewer students with "high" gain and more students with "low" and "medium" gain. As a result, the school has investigated the data and is working initially with English team and then with all Professional Learning Communities to develop a literacy strategy with a focus on writing.

The Victorian Certificate of Education (VCE) all study score remained above the State all study mean in 2018 and was "similar" to other similar schools. 100% of students satisfactorily completed VCE, 75% completed Vocational education and Training (VET) units of competence and 73% completed the Victorian Certificate of Applied Learning (VCAL), with significantly more students enrolled in both VET and VCAL than previous years. All 18 students on the Program for Students with a Disability showed progress at satisfactory or above in achieving their individual goals.

Engagement

In 2018, there has been increased focus on accounting for unexplained absences, and the student absence data remains “similar” to other similar schools. The school implemented SMS to parents when students were absent and put further resources into monitoring attendance and embedding consistency in the implementation of the range of actions 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. We intend to work on this further in 2019, as well as continuing to undertake targeted wellbeing and engagement programs and teaching strategies for students at risk.

Real retention data for Year 7 to 10 remains close to the State benchmark and “similar” to similar schools, while the four-year average has improved.

The exit destination data remains above the State, with the percentage of students from Years 10 to 12 going on to further studies or full-time employment “similar” to other similar schools and an improvement in the four-year average.

Wellbeing

In 2018, the school focused on building the capacity of all stakeholders to support wellbeing by providing opportunities for staff to be trained in targeted programs, including the Berry St Education Model (Trauma Informed Practice), Respectful Relationships and Restorative Practices. The school is consistently above the state mean for "Sense of Connectedness" and "Management of Bullying" elements of the Student Attitudes to School survey and "similar" to other similar schools; we would like to see that improve even further.

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.

Financial performance and position

The annual result of the school's financial position showed a surplus. This was partly due to efficiencies in staffing and partly due to the PLC Link funding that came into the budget in 2018 to be carried over and spent in 2019. The school was also funded for Respectful Relationships lead school activities as well as the Amplify pilot project. Equity funding was used to assist with funding specific programs such as Hands on Learning and help provide appropriate professional learning to build the capacity of staff to assist students with identified learning needs in literacy and numeracy.




For more detailed information regarding our school please visit our website at
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

Enrolment Profile

A total of 629 students were enrolled at this school in 2018, 266 female and 363 male.

11 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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






School Staff Survey





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

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


















Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Lower</p>

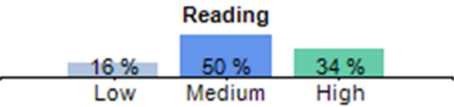
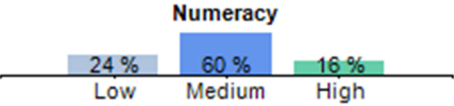
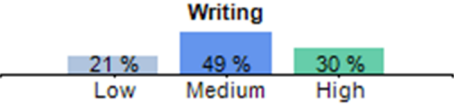
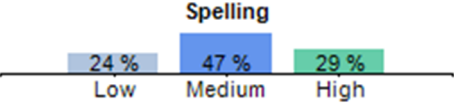
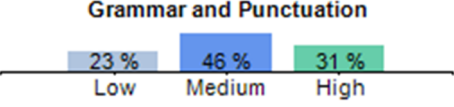
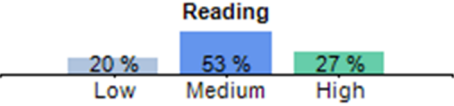
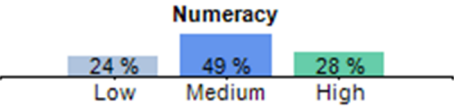
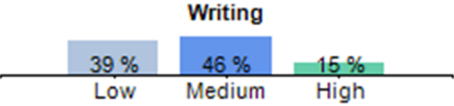
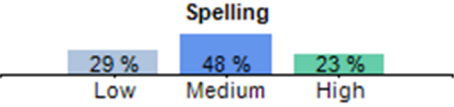
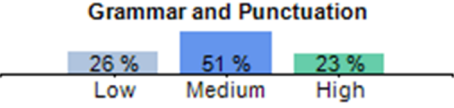
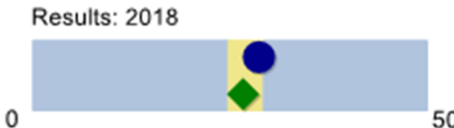



Performance Summary

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>NAPLAN Year 7</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>NAPLAN Year 9</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> 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: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 100%</p> <p>Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 24%</p> <p>VET units of competence satisfactorily completed in 2018: 75%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 73%</p>		






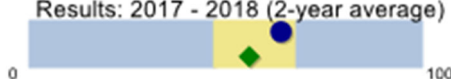


Performance Summary

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>Average Number of Student Absence Days</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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</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>92 %</td><td>87 %</td><td>87 %</td><td>87 %</td><td>90 %</td><td>88 %</td></tr></tbody></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	87 %	87 %	87 %	90 %	88 %	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	87 %	87 %	87 %	90 %	88 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</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>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</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>Students Attitudes to School - Sense of Connectedness</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$6,044,237
Government Provided DET Grants	\$802,037
Government Grants State	\$15,921
Revenue Other	\$74,675
Locally Raised Funds	\$842,728
Total Operating Revenue	\$7,779,597

Equity¹

Equity (Social Disadvantage)	\$33,898
Equity (Catch Up)	\$33,150
Equity Total	\$67,048

Expenditure

Student Resource Package ²	\$5,694,846
Books & Publications	\$9,912
Communication Costs	\$34,717
Consumables	\$149,171
Miscellaneous Expense ³	\$496,201
Professional Development	\$30,026
Property and Equipment Services	\$401,682
Salaries & Allowances ⁴	\$454,699
Trading & Fundraising	\$35,440
Utilities	\$59,710

Total Operating Expenditure	\$7,366,404
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Net Operating Surplus/-Deficit	\$413,193
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Asset Acquisitions	\$17,563
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$8,494
Official Account	\$137,338
Other Accounts	\$108,239
Total Funds Available	\$254,072

Financial Commitments

Operating Reserve	\$10,000
Funds Received in Advance	\$108,683
School Based Programs	\$104,521
Maintenance - Buildings/Grounds < 12 months	\$30,867
Total Financial Commitments	\$254,072

(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 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

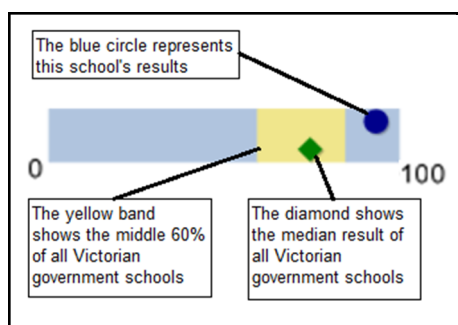
Engagement

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

Wellbeing

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

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

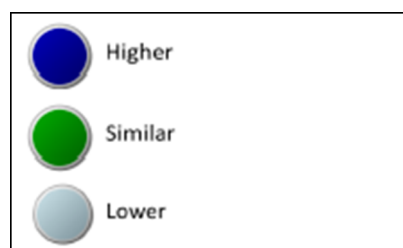


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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