

2019 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 19 August 2020 at 05:02 PM by Linda Mitchell (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 August 2020 at 06:13 PM by Ralph Saubern (School Council President)



About Our School

School context

Fitzroy High School, is a vibrant, progressive, medium-sized government secondary school, located in the inner city suburb of Fitzroy North. The school delivers a year 7-12 curriculum to over 600 students.

The school is surrounded by residential housing, local shopping precincts and extensive parklands. It primarily serves students from the local area and nearby suburbs. Many students ride their bikes and walk to school. There are extensive public transport network close to the school that provide easy access for the school community and for excursions.

The school's physical environment consists of the original buildings and recent additions; there are various room configurations providing some flexibility of use. The grounds are quite small but are augmented by using local facilities such as Edinburgh Gardens. The grounds have had significant student input in design and construction and include a kitchen garden, school-wide and community composting system and indigenous gardens.

Vision

Fitzroy High School values children as individual learners who are full of potential and capable of excellence. Our students will be lifelong learners, reflective and creative thinkers, responsible and active citizens, and resilient and adaptable problem solvers able to navigate through an uncertain and constantly changing future.

Fitzroy is a learning community where students and teams of teachers work together to:

- achieve high standards so that all students fulfil their capabilities in academic, intellectual, social, emotional and physical development;
- celebrate diversity and embrace individual differences, including class, culture, race, gender, sexuality and ethnicity;
- build a cohesive, compassionate and proud school community with a productive legacy for the future;
- develop beyond our current capacity through continuous change and review; and
- participate in and contribute to our wider community.

Philosophy

Fitzroy High School embraces a bold and ambitious dream: striving for excellence and equity. We aim to be a humane learning community in which teachers use relationships to deepen their knowledge of students.

This is in order to engage all of them in an intellectually challenging education based on powerful ideas, help them toward social maturity, and prepare them for a life of meaningful possibilities and active participation as Australian and global citizens.

The school places students at the centre of their learning and the structure of the school is organised around meeting the educational needs of our students.

With involvement of parents and carers, teachers support student to make choices about their learning and development, maximising their performance across a broad range of subjects and life skills.

Senior Programs Partnership

Fitzroy High School offers a comprehensive Senior Program including VCE, VCAL and VET certificates, and has been partnering with Collingwood College for over 10 years to co-deliver the VCE curriculum. The partnership allows both

schools to be responsive to the needs and interests of students and provides the capacity to offer a greater range of subjects, compared to what would be possible stand alone. The two schools offered 95 classes this year across Years 11 and 12.

The Senior Programs Partnership is a significant priority for both Fitzroy High School and Collingwood College.

The combined leadership teams of the two schools believe optimal senior student outcomes can best be achieved from well-integrated collaboration, while also maintaining the identities of two separate schools. The Partnership is designed to complement each school's strengths.

A shared vision under-pins our collaborative arrangements, which by the end of 2021 will represent the resources and effort directed to 650 year 10-12 students.

Framework for Improving Student Outcomes (FISO)

In 2019, 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 2019 was the delivery of professional learning in the DET Pedagogical model, High Impact Teaching Strategies and the beginnings of a whole school literacy strategy. A literacy strategy for writing was developed and initial staff professional learning was undertaken, as well as work in the Teaching and Learning Leadership Team with the 7-10 PLC leaders and team leaders. The link between the roles of literacy leader, English PLC leader and learning specialist were established and have been incorporated into the one role for 2020. The English PLC has established some learning routines which have contributed to this and these will continue to be refined. Other PLCs have incorporated elements of the writing strategy into their inquiry cycles but not all of them have done so. Curriculum documentation templates began to be modified to incorporate literacy.

The Professional Learning Communities initiative continued to allow teachers to collaborate within teams to support student learning, wellbeing and engagement. More work was done on the development of the School Wide Positive Behaviour support program, including feedback from parents, students and staff. After a process of strong staff buy-in for SWPBS, the SWPBS Leader was appointed and the team attended professional learning and formed some collaboration with other schools. The SWPBS matrix was completed and communicated, including the use of focus groups for input and feedback from teachers, parents and students. The acknowledgement system was also consulted and developed and will be communicated and implemented in 2020.

The Amplify Learning Labs project was completed and the school case study published on the DET website. The Amplify team redesigned the Personal Learning Plan and the Leadership Team also redesigned the Advisory program in order to support the implementation of the PLP at all year levels. Lesson plans and resources were developed to support teachers to implement the PLP further in 2020. The new PLP was trialed with a year 10 and the feedback was positive and enabled the Amplify team to incorporate changes into the PLP design and process. The redesigned PLP was then trialed with a 9 class and the feedback was very positive, indicating that the current PLP model should be rolled out next year. The 3 Way conferences are being developed, whereby the PLP is the central document referred to and the students are more able to lead the conference and show an understanding of their goals and strategies to improve their learning.

Students continued to provide more regular feedback to teachers and peers, through the use of a number of surveys including Pivot.

Achievement

The parent endorsement in the parent opinion survey was an increase from 2018, remaining above the state median. The staff opinion survey decreased, remaining below the state median.

The percentage of students in year levels 7 to 10 working at or above age expected standards in English was 90.8%, which was higher than in 2018. This judgement remained above the state median but lower compared with similar schools. The percentage of students in year levels 7 to 10 working at or above age expected standards in Mathematics remained lower than the state median, as well as lower than judgements in similar schools, although slightly higher than 2018.

The achievement in Reading in Year 7 NAPLAN was very high, well above the state median and similar to similar schools. The achievement in Year 7 Numeracy in NAPLAN was below the state median and below similar schools. In 2019 it was lower than the school's four-year average however that average still remains above the state median.

The percentage of students in the top 2 bands of testing in NAPLAN at Year 7 and year 9 increased from 2018 to 2019 in Reading, Writing and Numeracy. Conversely, the number of students in the bottom 2 bands decreased.

In NAPLAN, the learning gain from years 7-9 in Writing increased dramatically from 2018 to 2019, with more students with "medium" and "high" gain, and fewer students with "low" gain. In Spelling the number of students with "medium" and "high" gain also increased, with fewer students with "low" gain. On the other hand, the learning gain from years 7-9 in Reading, Numeracy, Grammar and Punctuation reduced from 2018 to 2019. The school remained above the state median but slightly below similar schools.

The Victorian Certificate of Education (VCE) all study score was slightly lower than in the previous year, lower than the four-year average and below similar schools, but still above the State median. 100% of students satisfactorily completed VCE, 85% completed Vocational education and Training (VET) units of competence and 79% completed the Victorian Certificate of Applied Learning (VCAL), with significantly more students enrolled in both VET and VCAL than previous years. All students on the Program for Students with a Disability showed progress at satisfactory or above in achieving their individual goals.

In 2019, six students were recognised in Top Arts, Top Acts, Top Dance, Top Screen and Top Sounds as part of the VCE Season of Excellence.

Engagement

Absence rates were very similar in 2019 to 2018, however in 2019 the attendance rate was below similar schools, indicating that the school needs to continue working on attendance as a priority. Focus groups with students and parents to better understand causes of absence will be part of the strategy.

Real retention data for Year 7 to 10 decreased in 2019, moving closer to the lower end of State benchmark and below similar schools. It was also below the four-year average.

The exit destination data, ie the percentage of students from Years 10 to 12 going on to further studies or full-time employment, increased in 2019, remaining significantly above the State, higher than the four-year average and above similar schools.

Wellbeing

The Students Attitudes to School survey measure for "Sense of Connectedness" decreased in 2019, with the school moving from similar to below similar schools. "Management of Bullying" remained above the state median and also moved from similar to above similar schools.

The school review found that the school had a culture that welcomed input and participation, providing opportunities for students to exercise voice and agency in their learning. The review also found that there were few formal structures that enabled all students to participate in representative democracy. The continuous improvement of student voice, agency and leadership should have a significant impact on student wellbeing.

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 2019 to be carried over and spent in 2020. 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. This will be expanded in 2020 as part of the whole school literacy strategy.

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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 618 students were enrolled at this school in 2019, 284 female and 334 male.

12 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	76.2	73.0	64.9	79.3

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	41.9	54.2	43.8	63.0

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.8	78.4	63.3	90.2	Below
Mathematics	45.8	67.9	47.2	85.5	Below

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	71.7	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	47.8	53.9	40.0	67.6	-
Year 9	Reading (latest year)	68.4	43.8	31.4	57.9	Similar
Year 9	Numeracy (latest year)	59.1	42.9	29.9	59.9	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	71.2	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	60.6	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	67.7	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	56.1	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student’s gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	28.2	42.3	29.5
Year 5 to 7	Numeracy	40.3	45.5	14.3
Year 5 to 7	Writing	35.6	46.6	17.8
Year 5 to 7	Spelling	47.9	32.9	19.2
Year 5 to 7	Grammar and Punctuation	27.4	43.8	28.8
Year 7 to 9	Reading	27.7	45.8	26.5
Year 7 to 9	Numeracy	31.0	48.8	20.2
Year 7 to 9	Writing	18.8	51.3	30.0
Year 7 to 9	Spelling	19.5	51.2	29.3
Year 7 to 9	Grammar and Punctuation	39.0	46.3	14.6

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 (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	28.6	27.3	25.5	29.7	Below
Mean Study Score (4 year average)	29.1	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **100 percent**.

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **16 percent**.

VET units of competence satisfactorily completed in 2019: **85 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **79 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	24.8	21.3	16.7	26.5	Below
Average number of absence days (4 year average)	22.1	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	88	85	85	88	91

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	67.0	75.6	66.7	82.1	Below
Retention (4 year average)	73.4	75.3	67.1	80.8	-

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.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	98.5	90.1	81.8	98.6	Above
Student Exits (4 year average)	93.1	91.1	83.0	97.4	-

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

WELLBEING

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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	52.1	52.0	43.6	61.9	Below
Percent endorsement (3 year average)	58.2	52.3	44.5	62.0	-

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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	60.5	56.2	45.1	66.9	Above
Percent endorsement (3 year average)	62.9	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$6,367,620
Government Provided DET Grants	\$668,408
Government Grants Commonwealth	\$14,725
Government Grants State	\$0
Revenue Other	\$47,585
Locally Raised Funds	\$754,572
Capital Grants	\$0
Total Operating Revenue	\$7,852,910

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,919
Transition Funding	\$0
Equity (Catch Up)	\$27,131
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$70,050

Expenditure	Actual
Student Resource Package ²	\$5,873,655
Adjustments	\$0
Books & Publications	\$11,776
Communication Costs	\$31,202
Consumables	\$206,448
Miscellaneous Expense ³	\$534,149
Professional Development	\$32,432
Property and Equipment Services	\$271,369
Salaries & Allowances ⁴	\$393,610
Trading & Fundraising	\$48,523
Travel & Subsistence	\$577
Utilities	\$60,585
Total Operating Expenditure	\$7,464,327
Net Operating Surplus/-Deficit	\$388,582
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$20,062
Official Account	\$194,463
Other Accounts	\$27,597
Total Funds Available	\$242,122

Financial Commitments	Actual
Operating Reserve	\$242,122
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$85,476
School Based Programs	\$92,968
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$23,678
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$484,244

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, 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 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').