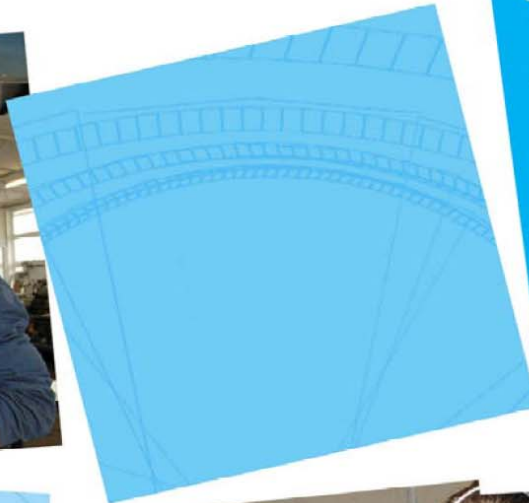


2009 Annual Report to the School Community

Fitzroy High School

School Number: 8742



Every
child,
every
opportunity



Fitzroy High School

Fitzroy High School is located in the inner city area of North Fitzroy. Established in 1915, the school was closed in 1992 and reopened in 2004 as a direct result of local community action. Student Family Occupation (SFO) data indicates that Fitzroy High School has a relatively high socio-economic family background.

Fitzroy High School has a strong educational philosophy that promotes the personalisation of learning and challenges students to take control of their levels of achievement and to improve their performance across a broad curriculum. The 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 individuals, learners and contributors. Our students will become independent, reflective and creative thinkers, responsible and active citizens.

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.

The school has 29 equivalent full time teaching staff, 2 principal class and 13.5 Education Support Staff.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Generally, student learning outcomes indicate that our students are performing at a similar level to other schools taking into account the background characteristics that make a difference to student performance. A strength of the school is Reading at Year 9 where our students perform at a higher level than predicted. An area for improvement is in teacher assessment of subjects other than english and maths, where students performed lower than predicted in 2009.</p> <p>The VCE mean study score was at a similar level to other schools given background characteristics. As 2008 was the first year of VCE implementation in the school, the 4 year average is lower than other government schools.</p> <p>All Program for Students with a Disability students showed satisfactory improvement against their individual goals.</p> <p>The Strategic Plan 2009-2012 focuses on continued improvement in student achievement of VELs and VCE studies, through whole-school curriculum development, personalisation, and the use and analysis of data to evaluate student performance leading to improved teaching and learning.</p>	<p>Student engagement and wellbeing outcomes, including student attendance and attitudes, are similar to other schools on adjusted performance measures.</p> <p>It is the school's goal in the Strategic Plan to promote high levels of student engagement in learning and feelings of wellbeing as reflected in the students' positive behaviours, regular attendance and participation in classroom learning.</p> <p>The school addresses student attendance with proactive strategies such as morning Advisory Group sessions where attendance is monitored and reported, the Team based system to create a safe and secure learning environment and an engaging and relevant curriculum.</p> <p>The school will continue to promote links with parents and carers to increase opportunities for involvement and participation in school activities.</p> <p>The school will also implement a broad range of strategies and programs to promote improvement in student engagement and in the areas of welfare and wellbeing.</p>	<p>The percentage of students who remained at the school from year 7 to year 10 is lower than similar schools. The school originally reopened as a Year 7-10 only school in 2004 and uncertainty over VCE led to students seeking alternative pathways. The school has a progressive non-traditional organisation of curriculum. It recognises a need to focus on clearly communicating to the community its rigorous approach to teaching and learning, and the educational reasons for it.</p> <p>The first Year 12 VCE cohort graduated in 2008. There is no 4 year trend data available. There is also no data on students exiting to further studies and full-time employment.</p> <p>A comprehensive year 7 transition plan has been developed involving students and parents. The Strategic Plan includes a goal transition processes for all students at key points in their schooling, and appropriate pathways to post-school options. The school will continue to develop student pathways and a broadening of options for student choice, particularly in the senior years.</p>

For more detailed information regarding our school please visit our website at
www.fitzroyhs.vic.edu.au
 or view our 2008 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

Government School Performance Summary 2009



Fitzroy High School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school:

Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).



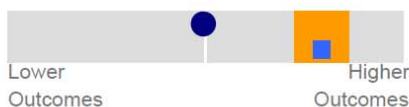
2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



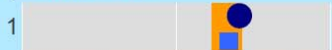
3. Student Pathways and Transitions

Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.



School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.



- Overall socio-economic profile

low low-mid mid mid-high high

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

- Proportion of students with English as a second language

low low-mid mid mid-high high

- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

- 462 students (167 female, 295 male) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school:

Median of all Victorian government schools:

Student Learning

4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

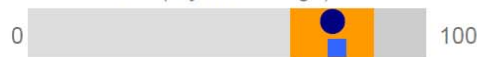
A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2008



Results: English and Mathematics 2007 - 2008 (2-year average)



Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

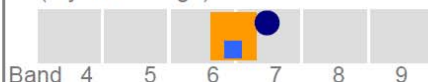
Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

Results: Reading 2009



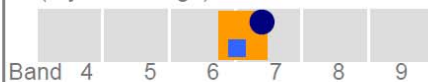
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



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

6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:

Median of all Victorian government schools:



Student Learning

7. 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.

Percent of students in 2009 who satisfactorily completed their VCE: 98%

Percent of Year 12 students in 2009 undertaking at least one Vocational Education and Training (VET) unit of competence: 7%

Percent of VET units of competence satisfactorily completed in 2009: 92%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2009: N/A

Student Outcomes

Results: 2009



Results: 2006 - 2009 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Engagement and Wellbeing

8. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Average 2008 attendance rate by year level:

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
93%	92%	93%	91%	92%	93%

9. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2009



Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

Student Pathways and Transitions

10. Student retention

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

Results: 2008



Results: 2005 - 2008 (4-year average)



Lower



Similar



Higher



Lower



Similar

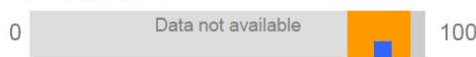


Higher

11. Students exiting to further studies and full-time employment

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

Results: 2008



Results: 2005 - 2008 (4-year average)



Lower

Data not available



Similar



Higher



Lower

Data not available



Similar



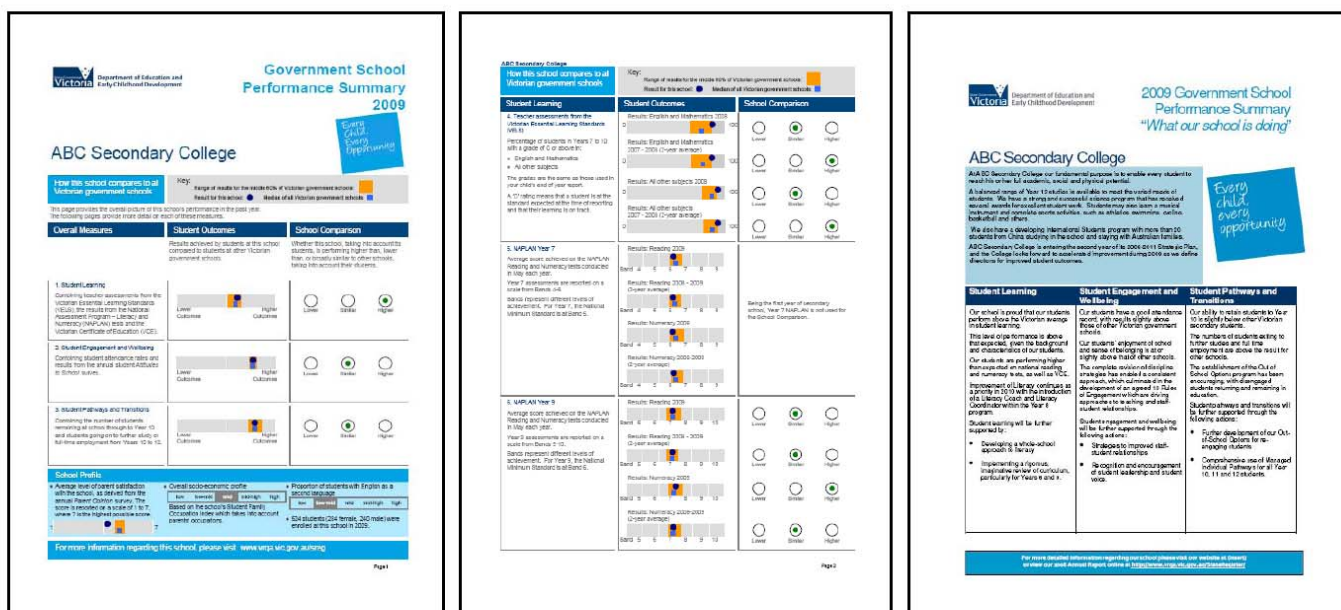
Higher

How to read the Government School Performance Summary 2009

The Victorian Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.



The **front page** summarises your school's performance

The **second** and **third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

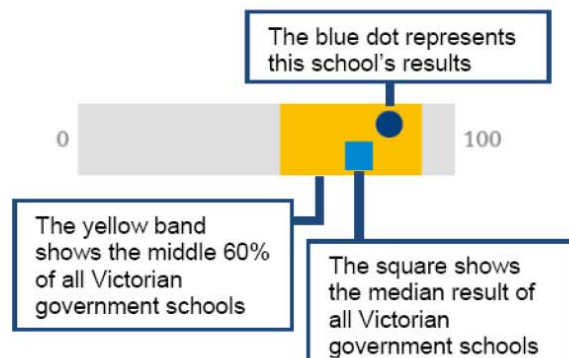
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also shows results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a new and different way of comparing school performance. It takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

www.education.vic.gov.au/aboutschool/

School Comparison



Lower



Similar



Higher

What is the meaning of '**Data not available**'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Fitzroy High School

School Number: 8742

Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$825,310
Commonwealth Government Grants	\$29,206
State Government Grants	\$9,725
Other	\$51,217
Locally Raised Funds	\$463,472
Total Operating Revenue	\$1,378,930

Expenditure

Salaries and Allowances	\$118,582
Bank Charges	\$1,617
Consumables	\$111,795
Books and Publications	\$1,151
Communication Costs	\$26,748
Furniture and Equipment	\$162,472
Utilities	\$36,823
Property Services	\$334,023
Travel and Subsistence	\$205
Motor Vehicle Expenses	\$130
Administration	\$15,866
Health and Personal Development	\$711
Professional Development	\$19,404
Trading and Fundraising	\$42,432
Support/Service	\$49,655
Miscellaneous	\$494,349
Total Operating Expenditure	\$1,415,963

Net Operating Surplus/-Deficit **-\$37,033**

Capital Expenditure **\$15,221**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$234,332
Official Account	\$23,528
Other Bank Accounts(listed individually)	\$
Building	\$15,742
Library	\$15,921
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$289,523

Financial Commitments	2009 Actual
School Operating Reserve	\$197,233
Assets or Equipment Replacement < 12 months	\$
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Receipted in Advance	\$42,290
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$50,000
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$289,523

Financial performance and position commentary

The school is in a stable financial position and is expected to achieve a financial surplus in 2011. Fitzroy High School reopened in 2004 and in 2009 the school had its first small VCE intake. In 2009, the number of students enrolled in VCE/VCE units increased significantly. There are significant start up costs associated with the reopening of a school and in the introduction of the VCE/VET. The previous period of rapid growth has now levelled out to a more stable enrolment base and it is expected that while the school will continue to grow, it will not be at the rapid pace of the preceeding years. A period of financial consolidation is now expected.