



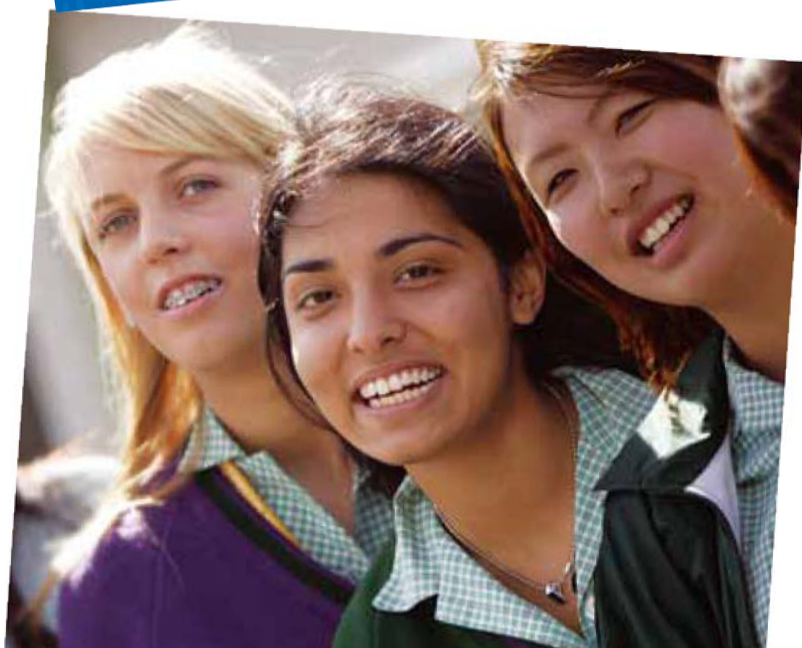
Department of Education and  
Early Childhood Development

# 2010 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 33 equivalent full time teaching staff, 2 Principal Class and 12 Education Support Staff.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Overall, student learning outcomes indicate that our students are performing at a higher level than other schools taking into account the background characteristics that make a difference to student performance.</p> <p>Particular strengths of the school are higher reading and numeracy 3 year averages 2008-2010, and a higher numeracy achievement in Year 9.</p> <p>The VCE mean study was higher than other schools taking into account the background characteristics that make a difference to student performance. The 4 year average also improved making it similar to those schools.</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>In years 7-10, the school will focus on improving VELs teacher assessments from similar to higher than other schools.</p> <p>At Year 9 level the school will focus on improving reading from similar to higher than other schools.</p> <p>The school will focus on increasing to 100%, the number of students who satisfactorily complete their VCE.</p>	<p>Student engagement and wellbeing outcomes, including student attendance and attitudes, are similar to other schools on adjusted performance measures.</p> <p>In the school Strategic Plan one goal is 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>In addition to a whole school attendance goal, each team will identify strategies to improve student attendance and lateness. The school will work with a consultant to develop these strategies. Regular contact is also made with parents to resolve attendance issues.</p> <p>Teams will continue to analyse student attitudes to school data and will implement a broad range of strategies and programs to promote improvement in student engagement and wellbeing.</p>	<p>There has been a marked improvement in the number of students who remain at the school from Years 7-10, however the retention rate is lower than similar schools.</p> <p>The school takes an innovative approach to curriculum delivery and recognises the need to clearly communicate our school model to the community. To improve the retention rate, the school will continue to focus on articulating 'the way we do things here' through school tours, our website and information sessions.</p> <p>The percentage of students exiting from Years 10-12 going onto further studies or full time employment is similar to other schools.</p> <p>The Strategic Plan includes a goal to improve transition processes for all students at key points in their schooling, including appropriate pathways to post-school options.</p> <p>The school will continue to develop multiple pathways for students and broaden curriculum options in the senior years.</p> <p>A comprehensive primary to secondary transition program is being progressively implemented. This includes providing opportunities for primary students to engage in educational activities at the school.</p> <p>The school will continue to promote links with families to increase opportunities for involvement and participation.</p>
<p>For more detailed information regarding our school please visit our website at</p> <p><a href="http://www.fitzroyhs.vic.edu.au">www.fitzroyhs.vic.edu.au</a></p> <p>or view our 2010 Annual Report online at <a href="http://www.vrqa.vic.gov.au/SReg/">http://www.vrqa.vic.gov.au/SReg/</a></p>		

## 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

#### 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.

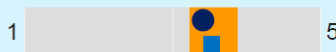


### School Profile

- 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.



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

- 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

- 455 students (183 female, 272 male) were enrolled at this school in 2010.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)



## How this school compares to all Victorian government schools

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### 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:

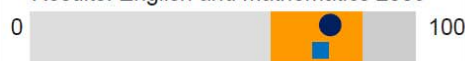
- English and Mathematics
- All other subjects

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

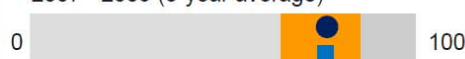
A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

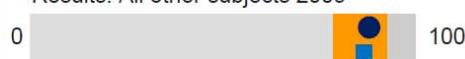
#### Results: English and Mathematics 2009



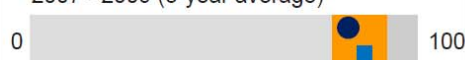
#### Results: English and Mathematics 2007 - 2009 (3-year average)



#### Results: All other subjects 2009



#### Results: All other subjects 2007 - 2009 (3-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

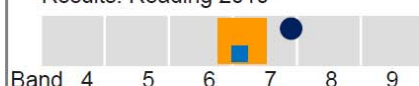
#### 5. NAPLAN Year 7

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

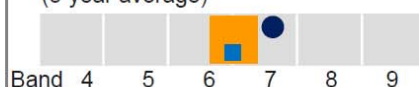
Year 7 assessments are reported on a scale from Bands 4-9.

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

#### Results: Reading 2010



#### Results: Reading 2008 - 2010 (3-year average)



#### Results: Numeracy 2010



#### Results: Numeracy 2008-2010 (3-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 2010



#### Results: Reading 2008 - 2010 (3-year average)



#### Results: Numeracy 2010



#### Results: Numeracy 2008-2010 (3-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:

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### 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 2010 who satisfactorily completed their VCE: 95%

Percent of Year 12 students in 2010 undertaking at least one Vocational Education and Training (VET) unit of competence: 10%

Percent of VET units of competence satisfactorily completed in 2010: 90%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2010: N/A

### Student Outcomes

#### Results: 2010



#### Results: 2007 - 2010 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

### Student Engagement and Wellbeing

#### 8. Student attendance

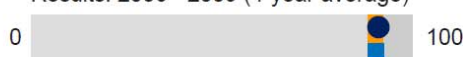
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

### Student Outcomes

#### Results: 2009



#### Results: 2006 - 2009 (4-year average)



### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Average 2009 attendance rate by year level:

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
89%	86%	86%	87%	95%	96%

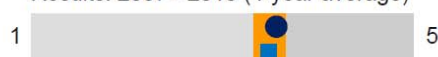
#### 9. Student attitudes to school

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: 2010



#### Results: 2007 - 2010 (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.

### Student Outcomes

#### Results: 2009



#### Results: 2006 - 2009 (4-year average)



### School Comparison



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: 2009



#### Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

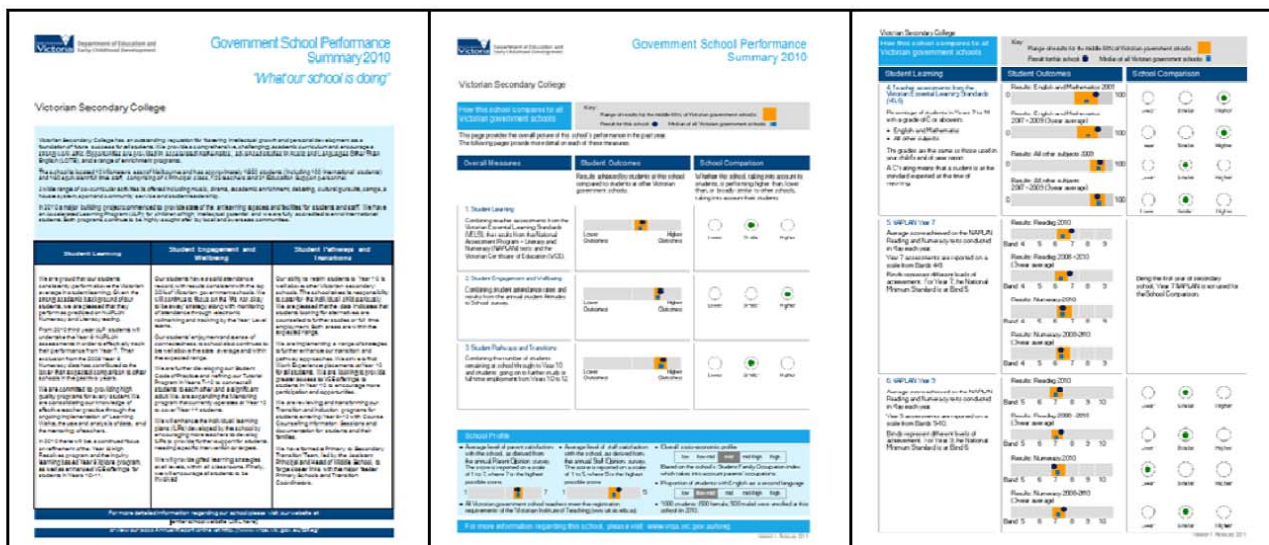


# How to read the Government School Performance Summary 2010

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

The **second page** summarises your school's performance.

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

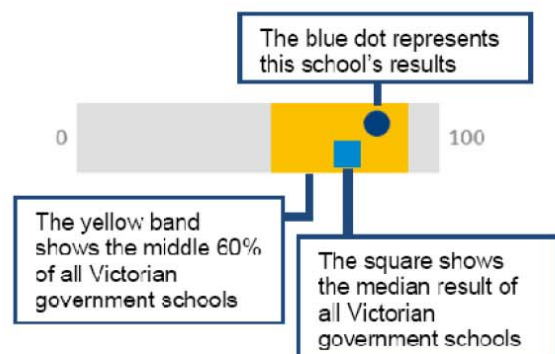
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. They also show 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 way of comparing school performance that 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/](http://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, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## 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

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2010

Revenue	2010 Actual
Departmental Grants	\$446,916
Commonwealth Government Grants	\$237,853
State Government Grants	\$70,405
Other	\$50,112
Locally Raised Funds	\$535,248
<b>Total Operating Revenue</b>	<b>\$1,340,534</b>

### Expenditure

Salaries and Allowances	\$189,470
Bank Charges	\$2,072
Consumables	\$118,196
Books and Publications	\$5,072
Communication Costs	\$21,099
Furniture and Equipment	\$142,442
Utilities	\$40,180
Property Services	\$405,694
Travel and Subsistence	\$1,524
Motor Vehicle Expenses	\$699
Administration	\$13,815
Health and Personal Development	\$1,059
Professional Development	\$22,256
Trading and Fundraising	\$38,295
Support/Service	\$62,249
Miscellaneous	\$286,299
<b>Total Operating Expenditure</b>	<b>\$1,350,421</b>

<b>Net Operating Surplus/-Deficit</b>	<b>-\$9,887</b>
<b>Capital Expenditure</b>	<b>\$15,221</b>

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, 2010

Funds Available	2010 Actual
High Yield Investment Account	\$148,416
Official Account	\$6,804
Other Bank Accounts( listed individually)	\$
Building	\$21,218
Library	\$19,278
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
<b>Total Funds Available</b>	<b>\$195,715</b>

Financial Commitments	2010 Actual
School Operating Reserve	\$175,515
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	\$20,200
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
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	\$
<b>Total Financial Commitments</b>	<b>\$195,715</b>

## Financial performance and position commentary

While the net operating expenditure is in deficit, this does not take into account revenue raised in 2009 and carried over into 2010. The Building Education Revolution funding grant was fully spent as committed in the school landscape master plan. Water tanks were also installed in the school using the Smart Water grant. No further sources of funding were received in 2010.