



Department of Education and
Early Childhood Development

2011 Annual Report to the School Community

Fitzroy High School
School Number: 8742



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 equivalent full time Education Support Staff.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Student learning outcomes indicate that students at Fitzroy High School are performing at a similar or higher level compared to other schools taking into account the background characteristics that make a difference to student performance.</p> <p>Particular strengths of the school are the higher levels of achievement at year 9 in NAPLAN reading and numeracy in 2011 and over a 4 year average from 2008-2011, compared to other school taking into account the characteristics of their students. This data indicates that students have achieved at a greater than expected rate over the 3 years from year 7 to year 9.</p> <p>The VCE mean study score and the 4 year average were both higher than other schools taking into account the background characteristics that make a difference to student performance.</p> <p>2012 is a review year for FHS. All data will be examined and specific areas will be targeted for school improvement in the development of a new 4 year Strategic Plan.</p> <p>The school will continue to improve student learning outcomes through whole-school curriculum development, personalisation of student learning, and the use and analysis of data to evaluate student performance leading to improved learning outcomes.</p>	<p>Student engagement and wellbeing outcomes are similar to other schools on adjusted performance measures. Although the 4 year attendance rate of all students is the school is similar to other schools, the attendance rate for 2011 was lower than that of school with similar student characteristics.</p> <p>In the current 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 assists students to make wise decisions about their schooling especially in the senior years. Students who leave the school are counselled regarding the best options for further training and study.</p> <p>It is anticipated that the school will continue to develop multiple pathways for students at the senior levels to broaden post-compulsory options.</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>A current strategic goal is to improve transition processes for all students at key points in their schooling, including appropriate pathways to post-school options.</p> <p>A comprehensive primary to secondary transition program is 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>

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

www.fitzroyhs.vic.edu.au

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

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

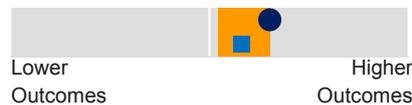
School Comparison

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.



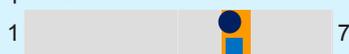
3. Student Pathways and Transitions

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.

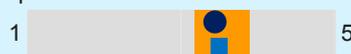


School Profile

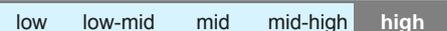
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- 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



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

- Proportion of students with English as a second language



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

- 441 students (166 female, 275 male) were enrolled at this school in 2011.

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.

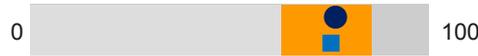
A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2010



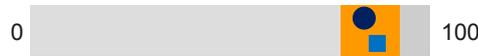
Results: English and Mathematics 2007 - 2010 (4-year average)



Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison



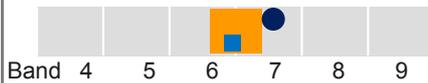
5. NAPLAN Year 7

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

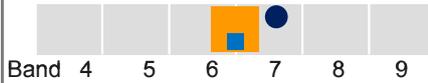
Year 7 assessments are reported on a scale from Bands 4-9.

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

Results: Reading 2011



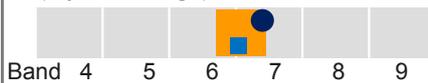
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-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.

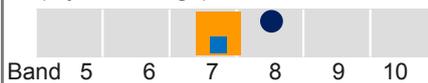
Year 9 assessments are reported on a scale from Bands 5-10.

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

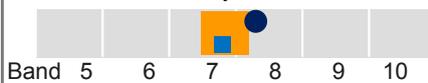
Results: Reading 2011



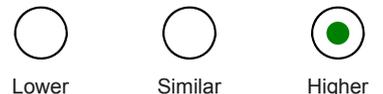
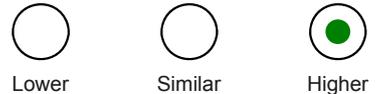
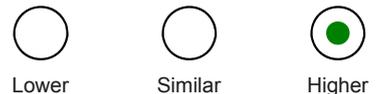
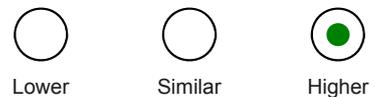
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



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 2011 who satisfactorily completed their VCE: 96%

Percent of Year 12 students in 2011 undertaking at least one Vocational Education and Training (VET) unit of competence: 4%

Percent of VET units of competence satisfactorily completed in 2011: 88%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2011: N/A

Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Engagement and Wellbeing

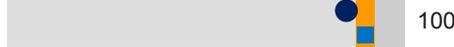
8. Student attendance

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

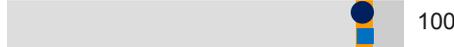
Average 2010 attendance rate by year level:

Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



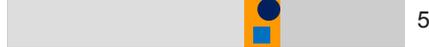
Higher

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
88%	84%	84%	82%	87%	91%

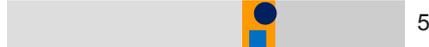
9. Student attitudes to school

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: 2011



Results: 2008 - 2011 (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: 2010



Results: 2007 - 2010 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

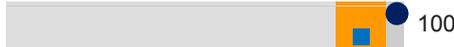
11. Students exiting to further studies and full-time employment

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

Results: 2010



Results: 2007 - 2010 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2011

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.

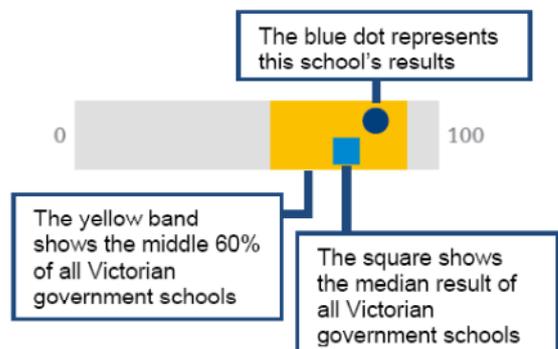
What are student outcomes?

Student outcomes describe 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/schoolreports

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, 2011

Revenue	2011 Actual
Departmental Grants	\$496,497
Commonwealth Government Grants	\$253,750
State Government Grants	\$10,688
Other	\$28,331
Locally Raised Funds	\$502,719
Total Operating Revenue	\$1,291,985

Expenditure

Salaries and Allowances	\$162,568
Bank Charges	\$1,567
Consumables	\$94,504
Books and Publications	\$2,987
Communication Costs	\$15,536
Furniture and Equipment	\$151,625
Utilities	\$39,979
Property Services	\$169,463
Travel and Subsistence	\$529
Motor Vehicle Expenses	\$2,926
Administration	\$12,734
Health and Personal Development	\$470
Professional Development	\$20,299
Trading and Fundraising	\$49,460
Support/Service	\$59,687
Miscellaneous	\$169,083
Total Operating Expenditure	\$953,417

Net Operating Surplus/-Deficit **\$338,568**

Capital Expenditure **\$13,753**

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, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$116,777
Official Account	\$44,971
Other Bank Accounts(listed individually)	
Building Fund	\$25,161
Library Fund	\$20,420
VCTU Term Deposit	\$289,364
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$496,693

Financial Commitments

Financial Commitments	2011 Actual
School Operating Reserve	\$
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	\$289,364
Revenue Received in Advance	\$58,306
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	\$
Total Financial Commitments	\$347,670

Financial performance and position commentary

The school manages its finances in accordance with DEECD guidelines and processes. The School Council oversees the school budget and supports the Principal and Business Manager to provide strong financial leadership. Locally raised funds account for 39% of the budget and are important to the school to maintain and improve facilities, develop the grounds and provide a range of resources.