

2013 Annual Report to the School Community

Fitzroy High School

School Number: 8742



Name of School Principal:

Pauline Rice

Name of School Council President:

John Melia

Date of Endorsement:

30 April 2014

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

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our 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. The school's enrolment continues to grow. The school has 33.8 equivalent full time teaching staff, 2 Principal Class and 11 equivalent full time Education Support Staff.

Fitzroy High School has a strong educational philosophy that promotes the personalisation of learning and challenges students to take control of their levels of achievement and to improve their performance across a broad curriculum. The school strives for excellence and equity and aims to be a humane learning community in which teachers use relationships to deepen their knowledge of students. The intent is to have a school where students reach their personal best in academic, physical, social and emotional areas, leading to high levels of performance and attainment.

Our school values all young people as individuals, learners and contributors. Our students will become independent, reflective and creative thinkers, responsible and active citizens. The school community strives to provide a stimulating, tolerant and understanding environment in which all students can reach their full potential. The school's organisational structure is based on teams that support student learning, the personalisation of the curriculum and fosters the development of strong academic and personal relationships.

Achievement	Engagement	Wellbeing
<p>NAPLAN results in 2013 show that this school in both Reading and Numeracy performed at a similar level to other schools with comparable student background characteristics. The 4 year average 2010-2013 shows that students at this school continue to achieve at a HIGHER level than similar schools.</p> <p>From Years 7 to Year 9, 31% of students achieved HIGH relative growth in Reading; 21% of students achieved HIGH relative growth in Numeracy and 33% of students achieved HIGH relative growth in Writing.</p> <p>The VCE mean study score 2013 is similar to other schools while the 4 year average, continues to be HIGHER than other schools.</p> <p>100% of students satisfactorily completed their VCE and 91% of VET units of competence were satisfactorily completed.</p> <p>The school's strategic goal focuses on achieving high quality educational outcomes and specific students' learning goals as articulated in their personal learning plans.</p> <p>The school is focused on continued capacity building to ensure that VCE students achieve their expected potential.</p> <p>Strategies for improvement include further differentiation of student learning; support for students performing below the expected level; and enhancement of the learning of high performing students.</p>	<p>The percentage of Year 7 students who remain at the school through to Year 10 is similar to schools with comparable student background characteristics.</p> <p>The average attendance rate is lower than similar schools but continues to improve as the school puts more rigorous processes in place. The school will continue to improve its approaches to managing student attendance.</p> <p>The percentage of students from Years 10 to 12 going on to further studies or full-time employment is similar to other schools.</p> <p>The school continues to focus on broadening student learning options to meet students aspirations and destinations; embedding a range a processes to support successful transition into, through and out of the school; and ensuring all students set clearly articulated career and pathway goals.</p> <p>Strategies for improvement include the provision of staff professional learning to differentiate for and engage all students in their learning and the collection and use of qualitative and quantitative data to establish connections between student attendance, engagement and curriculum.</p>	<p>Student responses to the <i>Attitudes to School</i> survey which includes questions about students' engagement in and enjoyment of school are higher than the median of all Victorian government schools and similar to schools with comparable student background characteristics.</p> <p>The average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey is higher than the median for all government schools.</p> <p>The school continues to focus on improvement in student wellbeing and management practices and continued development of whole school approach to wellbeing.</p> <p>Strategies for improvement include the provision of staff professional learning in student health and wellbeing and further development of the Advisory program to include key aspects of social and emotional learning .</p>

Performance Summary

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 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 468 students were enrolled at this school in 2013, 174 female and 295 male.

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.



Parent Satisfaction Summary

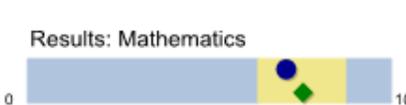
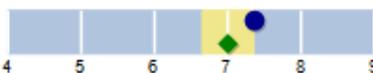
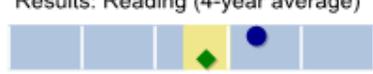
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>

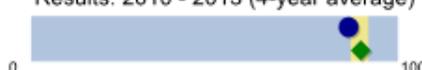
Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 27% Medium: 50% High: 23%</p> <p>Numeracy Low: 28% Medium: 55% High: 18%</p> <p>Writing Low: 32% Medium: 51% High: 18%</p> <p>Spelling Low: 33% Medium: 45% High: 23%</p> <p>Grammar and Punctuation Low: 34% Medium: 48% High: 18%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 20% Medium: 49% High: 31%</p> <p>Numeracy Low: 19% Medium: 60% High: 21%</p> <p>Writing Low: 17% Medium: 50% High: 33%</p> <p>Spelling Low: 24% Medium: 56% High: 20%</p> <p>Grammar and Punctuation Low: 39% Medium: 46% High: 15%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2013 0 to 50 scale, school result (blue dot) is significantly higher than the state median (green diamond).</p> <p>Results: 2010 - 2013 (4-year average) 0 to 50 scale, school result (blue dot) is significantly higher than the state median (green diamond).</p>	<p> Similar</p> <p> Higher</p>
<p>Students in 2013 who satisfactorily completed their VCE: 100% Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 12% VET units of competence satisfactorily completed in 2013: 91% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: 0%</p>		

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="597 730 1024 825"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>88 %</td> <td>86 %</td> <td>82 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	88 %	86 %	82 %	91 %	90 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	88 %	86 %	82 %	91 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

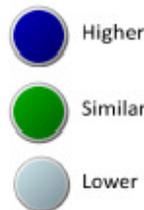
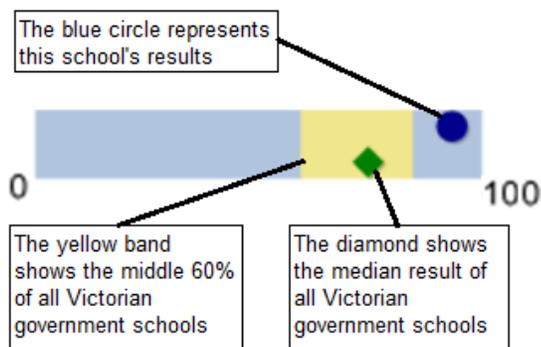
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 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 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.

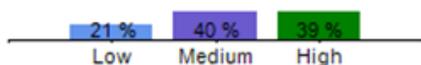
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$654,113	High Yield Investment Account	\$3,526
Government Grants State	\$12,447	Official Account	\$47,035
Revenue Other	\$60,159	Other Accounts	\$205,535
Locally Raised Funds	\$449,690	Total Funds Available	\$256,096
Total Operating Revenue	\$1,176,408		
Expenditure		Financial Commitments	
Books & Publications	\$5,345	Operating Reserve	\$225,122
Communication Costs	\$18,550	Revenue Received in Advance	\$30,974
Consumables	\$106,254	Total Financial Commitments	\$256,096
Miscellaneous Expense	\$586,008		
Professional Development	\$40,437		
Property Maintenance	\$330,838		
Salaries & Allowances	\$200,925		
Trading & Fundraising	\$14,357		
Travel & Subsistence	\$5,548		
Utilities	\$73,776		
Total Operating Expenditure	\$1,382,038		
Net Operating Surplus/-Deficit	(\$205,630)		
Asset Acquisitions	\$10,627		

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

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 35% of the budget and are important to the school to maintain and improve facilities, develop the grounds and provide a range of resources.