



Department of Education and
Early Childhood Development

2012 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. 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.

During 2012, an extensive external review of the school was undertaken as part of the 4 year strategic planning cycle. The reviewer concluded that teaching and learning at Fitzroy High School makes a significant difference to the outcomes of its students and that the school provides significant value-added education to all students. In summary, Fitzroy High School is a 'highly effective school'.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Taking into account its students, Fitzroy High School is performing higher in overall measures than other schools with similar student background characteristics that make a difference to student performance.</p> <p>A particular strength of the school is the high level of achievement at year 9 in NAPLAN reading and numeracy over a 4 year average from 2009-2012. This data indicates that students generally achieve at a greater than expected rate over the 2 years from year 7 to year 9.</p> <p>The VCE mean study score 2012, is similar to other schools while the 4 year average, 2009-2012 is higher than other schools.</p> <p>In 2012, 97% students satisfactorily completed their VCE and 76% of VET units of competence were satisfactorily completed.</p> <p>The school's strategic goal is to focus on the continued high quality educational outcomes through the successful achievement of students' learning goals as articulated in their personal learning plans.</p> <p>The school will focus on continued capacity building to ensure that VCE students achieve their expected potential.</p> <p>A range of strategies include further differentiation of student learning; provision of support for students performing below the expected level; and enhancing the learning of high performing students.</p>	<p>Taking into account its students, Fitzroy High School is performing broadly similar to other schools with similar student background characteristics.</p> <p>Average attendance rates in 2012 improved while students' engagement in and enjoyment of school remained high.</p> <p>The school's strategic goal is to continue to promote behaviours and attitudes across the school community that support the achievement of personal best.</p> <p>The school will focus on continual improvement in student wellbeing and management practices and a continued development of whole school approach to wellbeing.</p> <p>The school will continue to improve its approaches to managing student attendance.</p> <p>Strategies for improvement include the provision of staff professional learning in student health and wellbeing; the collection and use of qualitative and quantitative data to establish connections between student attendance, engagement, curriculum and pathways; and the further development of the Advisory program to include key aspects of social and emotional learning .</p>	<p>Taking into account its students, Fitzroy High School is performing broadly similar to other schools, with similar student background characteristics.</p> <p>Student retention years 7-10 significantly improved in 2012 as did the 4 year average, 2009-2012.</p> <p>The school's strategic goal is to ensure our programs prepare and support students through the stages of learning toward optimum pathways.</p> <p>The school will 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>For more detailed information regarding our school please visit our website at</p>		
<p>www.fitzroyhs.vic.edu.au</p>		
<p>or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/SReg</p>		

Fitzroy High School

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.

The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

Key:

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

Result for this school: Median of all Victorian government schools:

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).
- 448 students (182 female, 266 male) were enrolled at this school in 2012.

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

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

1. 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 2011



Results: English and Mathematics 2008 - 2011 (4-year average)



Results: All other subjects 2011



Results: All other subjects 2008 - 2011 (4-year average)



School Comparison



2. NAPLAN Year 7

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

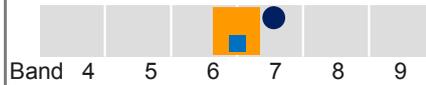
Year 7 assessments are reported on a scale from Bands 4-9.

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

Results: Reading 2012



Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



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

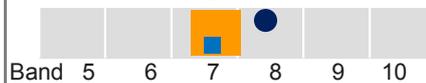
3. NAPLAN Year 9

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

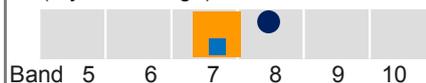
Year 9 assessments are reported on a scale from Bands 5-10.

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

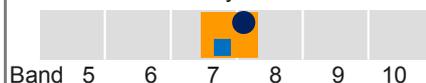
Results: Reading 2012



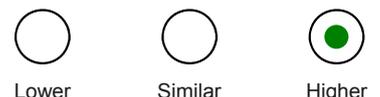
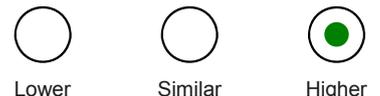
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (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

4. 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 2012 who satisfactorily completed their VCE: 97%

Percent of Year 12 students in 2012 undertaking at least one Vocational Education and Training (VET) unit of competence: 3%

Percent of VET units of competence satisfactorily completed in 2012: 76%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2012: N/A

Student Outcomes

Results: 2012



Results: 2009 - 2012 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Engagement and Wellbeing

5. Student attendance

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

Average 2011 attendance rate by year level:

Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
92%	87%	83%	79%	91%	93%

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

Student Pathways and Transitions

7. Student retention

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

8. 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.

Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



Results: 2011



Results: 2008 - 2011 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2012

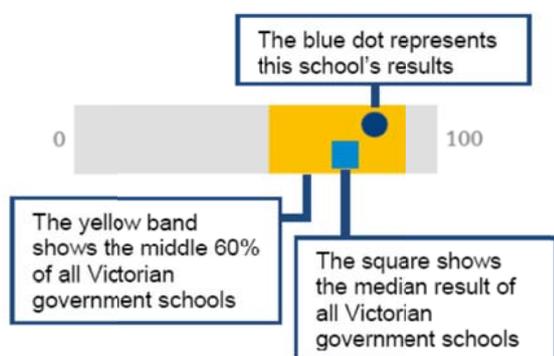
What are student outcomes?

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/schoolreports

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

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$477,584
Commonwealth Government Grants	\$0
State Government Grants	\$9,478
Other	\$64,525
Locally Raised Funds	\$836,206
Total Operating Revenue	\$1,387,793

Expenditure

Salaries and Allowances	\$167,557
Bank Charges	\$2,133
Consumables	\$77,650
Books and Publications	\$1,304
Communication Costs	\$18,002
Furniture and Equipment	\$359,152
Utilities	\$24,227
Property Services	\$163,241
Travel and Subsistence	\$3,770
Motor Vehicle Expenses	\$139
Administration	\$76,435
Health and Personal Development	\$1,062
Professional Development	\$20,667
Entertainment and Hospitality	\$1,737
Trading and Fundraising	\$61,031
Support / Service	\$55,041
Miscellaneous	\$332,820
Total Operating Expenditure	\$1,365,968

Net Operating Surplus/-Deficit **\$21,825**

Capital Expenditure **\$8,089**

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, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$72,508
Official Account	\$61,309
Other Bank Accounts (listed individually)	
Building Fund	\$12,433
Library Fund	\$18,521
VTMB Term Deposit	\$162,045
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$326,816

Financial Commitments

	2012 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	\$
Revenue Receipted in Advance	\$107,213
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	\$107,213

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 37% of the budget and are important to the school to maintain and improve facilities, develop the grounds and provide a range of resources.