

# 2016 Annual Report to the School Community



School Name: Fitzroy High School

School Number: 8742



Name of School Principal:	Pauline Rice _____
Name of School Council President:	Kath Boyer _____
Date of Endorsement:	[Enter date here] _____

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))

This school meets prescribed minimum standards for registration as regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.





## About Our School

### School Context

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. The Student Family Occupation (SFO) Index and Student Family Occupation and Education (SFOE) Index indicate that Fitzroy High School has a relatively high socio-economic family background. The student body is diverse in a range of ways and reflects the inclusive culture of the school and the population characteristics of the City of Yarra.

The school's enrolment is capped at 600 students and student numbers continue to grow with over full enrolment in years 7-10 with an expected enrolment of over 620 in 2018. There is high demand for places in all year levels with waiting lists in years 7-10. The school has 44.4 equivalent full time teaching staff, including 6 Leading Teachers and 2 Principal Class, and 18.38 equivalent full time Education Support Staff.

The existing school buildings were refurbished prior to the reopening in 2004 and a new wing was built in 2009 to accommodate the introduction of the VCE. The school grounds are limited in size resulting in very little recreation space. On two street frontages, the school is unfenced or there is low fencing reflecting the welcoming ethos of the school and after school community use of its facilities is encouraged.

Fitzroy High School has a strong educational philosophy that promotes the personalisation of learning and challenges students to take control of their learning 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 strategic 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.

### Framework for Improving Student Outcomes (FISO)

In 2016, the school focused on the FISO initiatives of Building Practice Excellence and Curriculum Planning and Assessment. The key improvement strategies in the area of student achievement were to build consistency and quality of teaching practice across years 7- 9 to lower in-school variation in student performance; to build teacher capacity to improve VCE achievement in English and to incorporate the Victorian Curriculum and VCAA achievement standards to design programs and monitor student progression.

In the area of student engagement the key improvement strategies focused the development and implementation of a whole school approach to improve student attendance; implementing a range of processes to support successful transitions into, through and out of the school and broadening learning options to meet student aspirations and destinations

In the area of student wellbeing the key improvement strategies were to establish a range of policies, processes and programs that optimise student wellbeing; and to develop a 'senior programs culture' of excellence in conjunction with Collingwood College based on the common values of both schools and responsive to the expectations of students, staff and parents.

For each of the outcome areas there are elements of 'unfinished business' in relation to the 2016 Annual Implementation Plan. The school has identified next steps, including continuation as appropriate of work in progress, which is identified in detail in each of the areas below.

### Achievement

#### Curriculum Framework implemented in 2016

In 2016, the school focused on the FISO initiatives of Building Practice Excellence and Curriculum Planning and Assessment. The key improvement strategies in the area of student achievement were to:

1. Build consistency and quality of teaching practice across years 7- 9 to lower in-school variation in student performance.

In NAPLAN, the high gain growth proportions in Numeracy and Writing were similar to the outcomes of similar schools in 2016 while the NAPLAN domain means were above the State means for each domain. Intake



adjusted data for 2016 indicated a lack of alignment between teacher judgements (AusVELS) and NAPLAN outcomes. AusVELS teacher judgements data for 2016 showed the proportion of students in Year levels 7–10 working at or above age expected standards in English was above the State median while for Mathematics it was below.

The school will continue to work around the implementation of the Victorian Curriculum to support teachers in their judgements and to improve the use of student assessment data to evaluate the impact of teaching on student learning at point of need. Professional learning will continue to focus on moderation of student assessments to ensure that assessment of students is based on consistent professional judgements and can reliably inform planning for next steps for individual students. This will include ensuring that assessment tools that reflect curriculum standards and are reliable, consistent and fair.

2. Build teacher capacity to improve VCE achievement in English.

The VCE all study score was again above the State all study mean in 2016. The school's 2016 all study mean, and the four-year average 2013–2016, had similar outcomes to those of similar schools. Intake adjusted data for 2016 suggested the overall VCE outcomes were in line with expectations given the characteristics of the school's student intake. The proportion of VCE English students with a study score of 37 or better was 9 per cent in 2016 compared to the 19 per cent outcome for similar schools, even though the average over the period 2012–2016 was above the results for similar schools.

In 2016, the school employed an experienced senior English teacher to mentor and work with VCE English teachers to build consistency across classes, moderate student work and prepare work samples. The school will continue to build teacher capacity to improve VCE achievement in English including implementing a joint VCE English leader with Collingwood College. Significant meeting and professional learning time has been created to ensure that teachers work together to enhance the consistent implementation of evidence based learning improvement strategies. Other work will include developing student data literacy skills so each student has more knowledge of their learning continuum journey and performance, including the ability to be proactive in two-way feedback with teachers.

3. Incorporate the Victorian Curriculum and VCAA achievement standards to design programs and monitor student progression.

In 2016 there was an improving trend in data for the 'guaranteed and viable curriculum' aspect of the staff opinion survey, indicating that staff increasingly saw curriculum as more coherent across the year levels and being delivered adequately in the time allotted. There is a continuing need for wider and more consistent use of assessment data to assist students see progress and celebrate achievement, and more work on integrating inclusive, collaborative pedagogies into all classrooms. In order to facilitate this focus, a new leadership structure has been created with Professional Learning Community Leaders in key learning areas, including with Collingwood College in the senior years. A significant amount of planning and professional learning time has been allocated so that teachers can work collaboratively. The school will continue to build teachers' understanding of the Victorian Curriculum and the VCAA achievement standards through developing a comprehensive curriculum matched to Victorian Curriculum Standards. It will adapt from current best practice an explicit teaching model that builds on what great teachers do and develops consistency of practice across the school; and will continue to develop teacher capacity to differentiate through the implementation and effective use of formative assessment.

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these



In 2016, in the area of student engagement the key improvement strategies were to:

1. Develop and implement of a whole school approach to improve student attendance.

In 2016 student absence data showed that the average days of student absence for Years 7–12 trended down to be at its lowest (most positive) point at 22.3 days, which is similar to other similar schools. The attendance rates at Years 9 and 10 improved and the unapproved absences were less than previous years.

The school will continue to embed consistency in the implementation of the range of actions identified in the 2016 AIP to improve student attendance, including the use of Compass by the whole school community as well as timely follow-up of absences through a range of communication methods.

2. Implement a range of processes to support successful transitions into, through and out of the school.

Real retention data for Year 7 to 10 showed the 74.4% for 2016 was the highest for the last four years, close to the State benchmark and similar to that of schools with similar characteristics to FHS. Real retention data for Year 10 to 11 showed a consistent improvement trend. The most recent exit destination data showed that the proportion of students from Years 10 to 12 going on to further studies or full-time employment was 80% that was lower than similar schools while the four-year average 2013–2016 was consistent with similar schools. In addition, the percentage of students achieving an ATAR of 50 or above steadily increased to 75% in 2016 and the percentage of students receiving tertiary offers remained high with 95% of applicants receiving an offer in the first round in 2016. Other destinations included small numbers of full-time apprenticeships and part-time work, and travel (or gap year) and VCAL student applications for tertiary courses increased from 44% in 2015 to 71% in 2016 with 100% offers for eligible applicants.

The school has comprehensive and well-implemented best practice model to support student transition into, through and out of the school. This includes the increasing capacity to share information with students, families and teachers through Compass; increased teacher knowledge of students developed through specific teams where teachers are Advisors for student groups within that team; and the practice of each year around 50% of teachers making the transition to a new team with their students supporting strength in student teacher relationships. The school will continue to develop and monitor for effect the range of programs and processes to support successful transitions into, through and out of the school.

3. Broadening learning options to meet student aspirations and destinations.

The success of the broadened learning options is shown through the retention, destination and transition areas discussed above. It can also be gauged through the Student Attitudes to School survey, including the Connectedness to School factor, which in 2016 was above the state mean and similar to similar schools. The school's commitment to personalised learning, particularly with its emphasis on student goal setting; the Inquiry and Excel approaches to learning; and the breadth of programs to support the needs and interests of student diversity are all continuing examples of the way the school works to meet student aspirations and destinations. In addition, the following areas continue to grow and contribute to the broadening of learning options:

- the implementation of VCAL and its impact on developing student confidence in learning and promoting enhanced pathways opportunities
- the strength of the FHS/Collingwood College partnership in broadening VCE offerings
- Year 10 panel interviews to support subject choice for VCE and plans for post-school
- the introduction and ongoing development of Hands on Learning.

The school will continue to explore the potential to introduce additional senior pathways and further applied learning opportunities by maximizing the potential of the senior partnership with Collingwood College. The school will also continue to improve the consistency to which curriculum responds to student interest and passion and enhance the range of opportunities for student voice across the school.



In 2016, in the area of student wellbeing the key improvement strategies were to:

1. Establish a range of policies, processes and programs that optimise student wellbeing.

The 2016 outcome for Student Safety factor mean was higher than that of similar schools. In addition, both the 2016 and the four year average 2013–2016 outcomes for the School Connectedness factor means were above the state and similar to similar schools. The very positive outcomes (above State benchmarks) for mean scores associated with the Student Relationships and Student Wellbeing factors in 2016 Years 7–12 Attitudes to School Survey is further evidence of success in this area. Also in the Parent survey, the Stimulating Learning, Student Safety, Student Motivation, Social Skills and School Connectedness factors had 90 plus percentiles.

The success of the student wellbeing area is a result of the school's culture of positive relationships, as well as consistent and sustained development of a whole school approach to wellbeing. In 2016, the Wellbeing Leader and Wellbeing team, along with all staff, participated in comprehensive professional learning, along with the development of policies, processes and programs.

Other examples of student engagement and wellbeing enabling factors included:

- informal and formal student leadership opportunities cross the school
- student voice as a significant factor in the life and decisions of the school
- the widely acknowledged inclusiveness of the school
- the learning and wellbeing role of the Advisory leadership model with Advisors being first point of contact for students
- the success of the referral procedure introduced in 2016
- capability development for teachers through the Berry Street Model around trauma and informed practices
- the opportunities for students to develop outside the formal curriculum.

The school will continue to build on opportunities to enhance existing wellbeing initiatives to enhance student outcomes, including better understanding and addressing barriers to learning which impact on engagement and wellbeing.

1. Develop a 'senior programs culture' of excellence in conjunction with Collingwood College based on the common values of both schools and responsive to the expectations of students, staff and parents.

The evidence of student wellbeing discussed above, as well as the evidence of broadened learning options to meet student aspirations and destinations, are linked to this key improvement strategy. Through a Steering Committee of principal class and leading teachers, the school is developing and embedding in conjunction with Collingwood College a 'senior programs culture' of excellence in senior programs provision based on the common values of both schools and which are responsive to the expectations of students, staff and parents, including the student engagement and wellbeing expectations. Areas of improvement for the future include more effective processes for identifying students' learning and wellbeing needs across the two schools; more efficiently handling attendance issues while managing two Compass systems; collaborating in Professional Learning Communities across the two schools to plan, assess, monitor student learning; and working with the wider community to celebrate student achievement.

For more detailed information regarding our school please visit our website at  
[www.fitzroyhs.vic.edu.au](http://www.fitzroyhs.vic.edu.au)



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to 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 help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables', which can be found on the School Performance Reporting website.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 595 students were enrolled at this school in 2016, 248 female and 347 male. There were 11% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher judgment of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</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><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain 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 gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>55%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>54%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>55%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	51%	23%	Numeracy	34%	55%	11%	Writing	24%	54%	22%	Spelling	24%	49%	27%	Grammar and Punctuation	22%	55%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Writing	24%	54%	22%																							
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<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain 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 gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 7 - Year 9</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>56%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>46%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>44%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>44%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>40%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	56%	21%	Numeracy	29%	46%	25%	Writing	26%	44%	30%	Spelling	17%	44%	39%	Grammar and Punctuation	26%	40%	34%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Grammar and Punctuation	26%	40%	34%																							
<p><b>Victorian Certificate of Education (VCE)</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>100%</b>          Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>34%</b>          VET units of competence satisfactorily completed in 2016: <b>81%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>74%</b></p>																										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>88 %</td> <td>90 %</td> <td>86 %</td> <td>88 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	88 %	90 %	86 %	88 %	91 %	<p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: grey; font-size: 24px;">●</span> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	88 %	90 %	86 %	88 %	91 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2016</b></p> <p>0 100</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>0 100</p>	<p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: grey; font-size: 24px;">●</span> Lower</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2016</b></p> <p>0 100</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>0 100</p>	<p style="text-align: center;"><span style="color: grey; font-size: 24px;">●</span> Lower</p> <p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p>												



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

# How to read the Performance Summary

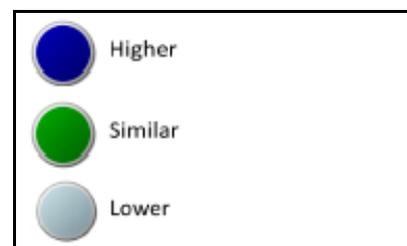
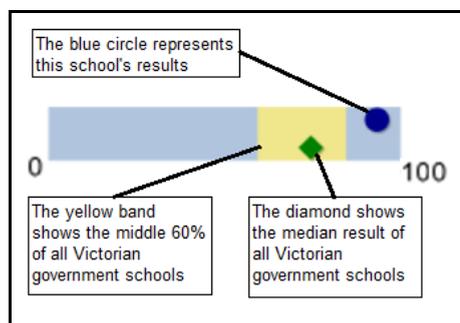
## What are student outcomes?

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, P-12 and specialist schools, 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.

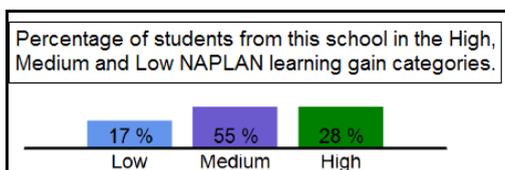
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



Additionally, NAPLAN learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 Aboriginal 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:

<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 and position commentary

The school manages its finances in accordance with DET guidelines and processes and all school accounts are fully audited by an external auditor. The School Council oversees the school budget and supports the Principal and Business Manager to provide strong financial leadership. The budget is developed in consultation with School Council, leadership teams and other staff. The budget is aligned to the achievement of the goals and targets identified in the School Strategic Plan and Annual Implementation Plan. Locally raised funds are important to the school to maintain and improve facilities, develop the grounds and provide a range of additional resources.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$5,200,517
Government Provided DET Grants	\$973,370
Government Grants Commonwealth	\$10,902
Government Grants State	\$9,725
Revenue Other	\$94,528
Locally Raised Funds	\$1,314,639
<b>Total Operating Revenue</b>	<b>\$7,603,682</b>

Expenditure	
Student Resource Package	\$5,013,615
Books & Publications	\$11,220
Communication Costs	\$22,775
Consumables	\$155,904
Miscellaneous Expense	\$821,267
Professional Development	\$47,676
Property and Equipment Services	\$396,897
Salaries & Allowances	\$328,712
Trading & Fundraising	\$14,608
Travel & Subsistence	\$3,120
Utilities	\$46,330
<b>Total Operating Expenditure</b>	<b>\$6,862,124</b>

**Net Operating Surplus/-Deficit** **\$741,558**

**Asset Acquisitions** **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,011
Official Account	\$81,101
Other Accounts	\$108,714
<b>Total Funds Available</b>	<b>\$190,826</b>

Financial Commitments	
Operating Reserve	\$190,826
<b>Total Financial Commitments</b>	<b>\$190,826</b>

Student Resource Package Expenditure figures are as of 08 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*