School Strategic Plan 2021-2025

Fitzroy North Primary School (1490)

TORIA
State Government | Education and Training

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School vision	At Fitzroy North Primary School, our practice is underpinned by our beliefs about educating the whole child. By allowing students the opportunity to express themselves socially, intellectually, creatively and physically in a manner that honours their own personal learning style, their learning journey becomes a reflection of their uniqueness. Our vision is to develop the whole child. We strive to inspire our students to be curious, creative, socially conscious and able to think critically Our children are at the centre of everything we do. We do this by delivering a rigorous and diverse teaching and learning program that involves experiential learning opportunities that foster deep inquiry, collaboration, exploration and play. We believe that these experiences provide opportunities for deep critical thinking skills to be explored and developed. We understand that learning is a continuum and we meet and support each child at their point of individual need as they move along this continuum. We value risk taking and provide the scaffolds that allow students to feel supported as they work towards mastering new skills and understandings. Our students contribute to the decision making at our school and their opinions are heard and valued. Through teacher and student led learning experiences, our children become co-constructors of their understanding of the world around them. Through nurturing the wellbeing of each and every member of the Fitzroy North Primary School community, we celebrate inclusion and honour the rich diversity of our children, our staff and our community in all that we do.
School values	OBJECTIVE Fitzroy North Primary School strives every day to: • Provide a rich and vigorous curriculum that meets all children at their point of individual need. • Live our values of Kindness, Resilience and Respect. • Develop socially conscious individuals who are curious and creative. • Honour the rich diversity of our students, our staff and our community. • Develop a strong partnership between our school, our families and the wider community. VALUES Fitzroy North Primary School's values are Kindness, Resilience and Respect • We model and demonstrate Kindness, and take every opportunity to help others that may be in need.

	• We demonstrate Resilience by facing challenges with courage and striving to always move towards a positive outcome. • We Respect ourselves, our school and each other, and understand that our attitudes and actions have an impact on the people around us.
Context challenges	Our school has had a decline in enrolments over the last 5 years and as such it has had significant turnover of staff and leaders. During this period, the school appears to be seeking greater clarity around its strategic intent, Teaching and Learning model and a GVC. The EAL, Digital Technologies, Science/Mathematics programs and Performing Arts no longer carry the curriculum emphasis as in the past and as such are no longer recognised as signature programs.
Intent, rationale and focus	Our focus is on *T & L program with particular emphasis on Numeracy, Writing and Spelling. *RRRR *SVAL *Leadership Development *PLC

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Goal 1	To maximise learning growth and achievement for all students in literacy and numeracy.
Target 1.1	NAPLAN Top 2 Bands (target baseline is a three-year average 2018, 2019 & 2021 and the target goal percentage to be an average of 2022, 2023 and 2024): • By 2025 increase the percentage of Year 3 students in numeracy from 61% to 68% • By 2025 increase the percentage of Year 5 students in numeracy from 48 % to 52% • By 2025 increase the percentage of Year 3 students in reading from 81% to 82% • By 2025 increase the percentage of Year 5 students in reading from 69% to 76% • By 2025 increase the percentage of Year 3 students in writing from 71% to 78% • By 2025 increase the percentage of Year 5 students in writing from 36% to 55%.
Target 1.2	NAPLAN Above and below Benchmark Growth (target baseline is a two-year average 2019 and 2021 and the target goal percentage to be the two-year moving average): • By 2025 increase the percentage of students with above expected benchmark growth from 19% to 21% in numeracy • By 2025 increase the percentage of students with above expected benchmark growth from 32% to 36% in reading • By 2025 increase the percentage of students with above expected benchmark growth from 42% to 45% in writing. • By 2025 decrease the percentage of students with below benchmark growth from 16% to 12% in numeracy • By 2025 decrease the percentage of students with below benchmark growth from 9% to 8% in reading

	• By 2025 decrease the percentage of students with below benchmark growth from 13% to 10% in writing.
Target 1.3	Expected percentage of students performing at or above expected level for reading and viewing, writing and number and algebra according to Teacher Judgements against the Victorian Curriculum Standards from Foundation to Year 6. • By 2025, increase the percentage of students performing above expected level for reading and viewing from 60% (2019) to 70% • By 2025, increase the percentage of students performing above expected level for writing from 34% (2019) to 45% • By 2025, increase the percentage of students performing above expected level for number and algebra from 40% (2019) to 50%.
Target 1.4	Improve the following factors based on the percentage of positive endorsement: SSS Module : School Climate • By 2025 increase the percentage for Academic emphasis from 57% (2019) to 75% • By 2025 increase the percentage for Teacher collaboration from 25% (2019) to 50% • By 2025 increase the percentage for Collective focus on student learning from 47% (2019) to 70% • By 2025 increase the percentage for Guaranteed and viable curriculum from 47% to (2019) 70%. POS Modules: Student cognitive engagement; Student development • By 2025 increase the percentage for Effective teaching from 68% (2019) to 80% (68%)

	• By 2025 increase the percentage for Stimulating learning environment from 72% (2019) to 80% (67%) • By 2025 increase the percentage for Student motivation and support from 64% (2019) to 80% (75%). AtoSS Domains: Effective teaching practice for cognitive engagement; Learner characteristics and dispositions; Social engagement • By 2025 increase the percentage for Differentiated learning challenge from 71% (2019) to 80% • By 2025 increase the percentage for Stimulating Learning from 67% (2019) to 79% • By 2025 increase the percentage for Sense of Confidence from 69% (2019) to 79%.
Key Improvement Strategy 1.a Building practice excellence	Build staff capability to embed a common instructional model that utilises high impact teaching strategies, with a focus on differentiation in learning for all students.
Key Improvement Strategy 1.b Building practice excellence	Build collective responsibility in effectively using data to ensure learning challenge, supported by regular monitoring, evaluating and tracking of student learning growth.
Key Improvement Strategy 1.c Building practice excellence	Implement a PLC model to build teacher professional collaboration, classroom observation, modelling effective practice, feedback and coaching.
Key Improvement Strategy 1.d Curriculum planning and assessment	Implement a guaranteed and viable curriculum through students and teachers collaborating regularly and using data rigorously, as part of the school's curriculum development and documentation processes.
Goal 2	Empower students to be resilient, engaged, independent and self-regulating learners.
Target 2.1	Improve the following factors on the Attitudes to School Survey based on the percentage of positive endorsement: Domains: School Safety; Social engagement; • By 2025 increase the percentage for Advocate at school from 79% (2019) to 85%

	• By 2025 increase the percentage for Managing bullying from 71% (2019) to 78% • By 2025 increase the percentage for Teacher concern from 62% (2019) to 70% • By 2025 increase the percentage for high Resilience from 8% (2021) to 15% (Note: Tools of measurement have changed during 2020 and 2021) • By 2025 increase the percentage for Sense of connectedness (2019) from 65% to 75% • By 2025 increase the percentage for Student voice and agency (2019) from 55% to 65%.
Target 2.2	Improve the following factors on the School Staff Survey based on the percentage of positive endorsement: Modules: Teaching and Learning - Evaluation and Teaching and Learning - Implementation • By 2025 increase the percentage for Use student feedback to improve practice from 61% (2019) to 80% • By 2025 increase the percentage for Knowledge of high impact teaching strategies from 32% (2019) to 60% (54%) • By 2025 increase the percentage for Use high impact teaching strategies from 71% (2019) to 80% • By 2025 increase the percentage for Promote student ownership of learning from 71% (2019) to 80%.
Target 2.3	Improve the following factors on the POS Survey based on the percentage of positive endorsement: POS Modules: Student cognitive engagement; Student development • By 2025 increase the percentage for Not experiencing bullying from 74% (2019) to 80% • By 2025 increase the percentage for Confidence and resiliency skills from 71% (2019) to 80% • By 2025 increase the percentage for Student motivation and support from 64% (2019) to 80% • By 2025 increase the percentage for Student voice and agency from 68% (2019) to 80%.

Key Improvement Strategy 2.a Empowering students and building school pride	Establish a shared understanding to activate student voice, agency and leadership in learning.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop and implement processes that enable students and teachers to collaboratively evaluate all aspects of the educational experience.
Key Improvement Strategy 2.c Health and wellbeing	Build effective teaching and wellbeing practices to strengthen students' engagement, effort and belief in their capacity to succeed.