School Strategic Plan 2025-2029

Fitzroy North Primary School (1490)

Submitted for review by Tania Sorbello (School Principal) on 28 November, 2025 at 12:19 PM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 30 January, 2026 at 04:17 PM
Awaiting endorsement by School Council President

VICTORIA 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 children are at the centre of everything we do. We strive to develop creative, inquisitive and socially conscious individuals who question the world around them. 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	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 is in a period of continued growth, with a strong foundation of whole-school initiatives to improve student learning outcomes. Through our recent self-evaluation and review, the Panel identified a key focus in further refining support for higher-achieving students, and students requiring additional learning support by strengthening teacher data literacy and increasing the precision of differentiated instruction. Continuing to build this capability will enable greater stretch and challenge for this cohort. At the same time, the leadership team will need to carefully balance this next phase of improvement with sustaining the consistent and embedded practice of existing initiatives across the school.
Intent, rationale and focus	Over the next four years, our school intends to build a more precise and responsive learning environment where every student is known, supported and extended. This is driven by our commitment to improving student learning and wellbeing outcomes through more consistent use of evidence-informed practice. To achieve this, we are prioritising the development of staff data literacy and the continued strengthening of our Multi-Tiered System of Support; ensuring tailored intervention and extension are accessible to all learners. A key focus will be on collecting, triangulating and utilising assessment data to inform planning, instruction and targeted support. The Strategic Plan will unfold through a staged approach: first establishing shared understandings and common assessment practices, then embedding systematic data use in team planning and instructional refinement, and finally deepening these practices to ensure they are sustained and consistently improving outcomes across the school.

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Goal 1	Optimise the learning growth for every student in literacy and numeracy.
Target 1.1	By 2029, increase the percentage of Year 3 and 5 students achieving 'exceeding' or 'strong' in NAPLAN proficiency levels for the domains of: Year 3 • Reading from 88% (2025) to 92% • Writing from 83% (2025) to 88% • Numeracy from 84% (2025) to 88% Year 5 • Reading from 90% (2025) to 94% • Writing from 80% (2025) to 84% • Numeracy from 72% (2025) to 76%
Target 1.2	By 2029, increase the percentage of Year 5 students making at or above NAPLAN Benchmark Growth: • Reading from 87% (2025) to 91% • Numeracy from 68% (2025) to 80%
Target 1.3	By 2029, increase the percentage of Year 1 to 6 students assessed as being 'at or above' expected growth according to teacher judgement against Victorian Curriculum 2.0 • Reading from 77% (2024) to 85%.

	• Writing from 79% (2024) to 85%. • *Mathematics from xx% (2025) to xx%. **Target placeholder to measure learning growth according to teacher judgement against Victorian Curriculum 2.0 from when data is available*
Target 1.4	By 2029 improve the percentage of positive endorsement for Year 4 to 6 students for the following factors on the student Attitudes to School Survey (AtoSS): • Stimulated Learning from 82% (2025) to 86% • Teacher Concern from 76% (2025) to 80%.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Continue to develop leaders' ability to effectively implement school improvement initiatives.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to develop staff knowledge and understanding of agreed teaching and learning practices.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Continue to develop staff knowledge and understanding around agreed data and assessment practices to inform teaching and learning.

student learning growth, attainment and wellbeing capabilities	
Goal 2	Improve student engagement and wellbeing.
Target 2.1	By 2029, improve the percentage of positive endorsement for Year 4 to 6 students for the following factors on the student Attitudes to School Survey (AtoSS): • Student voice and agency from 78% (2025) to 83% • School connectedness from 82% (2025) to 86% • Managing Bullying from 86% (2025) to 90% • Emotional Awareness and Regulation from 86% (2025) to 90%.
Target 2.2	By 2029, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning modules for the factors of: • Promote student ownership of learning from 78% (2024) to 84% • Use student feedback to improve practice from 74% (2024) to 78%.
Target 2.3	By 2029, improve the percentage of positive endorsement on Parent/Carers/Guardians Opinion Survey (PCGOS) for the factors of: • Managing Bullying from 62% (2024) to 68% • Student Voice and Agency from 68% (2024) to 74%
Target 2.4	By 2029, reduce the percentage of Year F to 6 students with 20 or more absent days from 38% (2024) to 34%.

Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to develop a shared understanding and activate practices around Primary Years Programme (PYP - International Baccalaureate).
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Continue to develop a shared understanding of strategies to enhance inclusion and wellbeing for all.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Continue to strengthen partnerships between staff, students and the community to create a shared responsibility of student learning and wellbeing.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	