



# School Strategic Plan for Fitzroy High School Northern Metropolitan Region 2013-2016

Endorsement by School Principal	Signed..... (Principal's signature) Name: Pauline Rice Date.....
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Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name: Wayne Craig Date.....

## School Profile

Purpose	<p>Fitzroy High embraces a bold and ambitious dream: striving for excellence and equity. We aim to be a humane learning community in which teachers use relationships to deepen their knowledge of students. This is in order to engage all of them in an intellectually challenging education based on powerful ideas, help them toward social maturity, and prepare them for a life of meaningful possibilities and active participation as Australian and global citizens.</p> <p>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 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.</p> <p>Fitzroy is a learning community where students and teams of teachers work together to:</p> <ul style="list-style-type: none"><li>• Achieve high standards so that all students fulfil their capabilities in academic, intellectual, social, emotional and physical development</li><li>• Celebrate diversity and embrace individual differences, including class, culture, race, gender, sexuality and ethnicity</li><li>• Build a cohesive, compassionate and proud school community with a productive legacy for the future</li><li>• Develop beyond our current capacity through continuous change</li><li>• Participate in and contribute to our wider community</li></ul>
Values	<p>Fitzroy High School values children as individual learners who are full of potential and capable of excellence. Our students will be lifelong learners, reflective and creative thinkers, responsible and active citizens, and resilient and adaptable problem solvers able to navigate through an uncertain and constantly changing future.</p> <p>The school aims to:</p> <ul style="list-style-type: none"><li>• Celebrate diversity and embrace individual differences, including class, culture, race, gender, sexuality and ethnicity</li><li>• Ensure personal achievement in intellectual, social, emotional and physical development</li><li>• Encourage students to be both activist and contemplative</li><li>• Be a participative and collaborative community</li><li>• Be in and part of its community.</li></ul>

Environmental Context	<p>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 school is surrounded by housing, local shopping precincts and extensive parklands. It primarily serves students from the local area and nearby suburbs although increasingly students are being drawn from areas all over Melbourne and some rural areas. The mean distance traveled by students to school is 5.7 km and the median distance is 3.4 km. Many students ride their bikes, take public transport or walk to school. There are extensive public transport networks close to the school that provide easy access for the school community and for excursions.</p> <p>The 2011 Student Family Occupation (SFO) density of 0.31 indicates that Fitzroy High School has a relatively high socio-economic family background (SES). The proportion of students with Language Background Other Than English (LBOTE) is relatively low at 21%. The SFO density has remained constant over the previous four year review period whilst the LBOTE proportion has steadily increased to 0.21 from 0.18 in 2009. Enrolment has remained stable over the previous four-year strategic period with a current 2012 total of 458 of which 267 are boys and 191 are girls.</p> <p>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.</p> <p>The school has a mixture of traditional and modern buildings and facilities that provide a flexible learning environment. These include a purpose-built three-storey building which has won architectural awards and which has enhanced the school's ability to provide a range of team teaching spaces, mainly used for Years 7 and 8.</p>
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## Strategic Intent

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<b>Student Learning</b>	To foster the achievement of high quality educational outcomes through the successful achievement of students' goals as identified in their personal learning plans	<ol style="list-style-type: none"> <li>1. By 2015, on average, 95% of all students deemed capable, will progress one equivalent VELs or AUSVEL level in their 4 years of pre VCE at Fitzroy High School</li> <li>2. By 2015, the proportion of students in Years 8-9 achieving above their VELs or AUSVEL equivalent in all subjects be at least 30%</li> <li>3. By 2015, the proportion of students in Years 9 and 10 below expected level to be half their respective proportion in Years 7 and 8</li> <li>4. By 2015, maintain the four-year average ALLSTUDY score and remain within the potential shown by the Student Family Occupation percentile</li> </ol>	<ol style="list-style-type: none"> <li>1. Further develop a comprehensive whole school curriculum plan and documentation that differentiates for learning and is aligned to the VELs or Australian Curriculum standards</li> <li>2. Strengthen the efficacy of personal learning plans</li> <li>3. Provide targeted support to students at below expected level</li> <li>4. Enhance capacity of teachers to provide differentiated learning for students</li> <li>5. Enhance capacity of teachers and students to maintain student achievement in VCE</li> <li>6. Maintain high level parent support for students in VCE</li> </ol>
<b>Student Engagement and Wellbeing</b>	To continue to promote behaviours and attitudes across the school community that support the achievement of personal best	<ol style="list-style-type: none"> <li>1. By 2015, on the Student Attitudes to school survey, wellbeing measures for Y9 -12 students are at or above the 3<sup>rd</sup> quartile or have an increasing trend in the previous two years</li> <li>2. By end 2015, there are clarified and coordinated policies, structures and processes for a whole school approach to wellbeing</li> <li>3. By end 2015, a curriculum for social and emotional learning is embedded into the school structures</li> <li>4. By 2015, the 7-12 Student Absence at Fitzroy High School to trend downward</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement an agreed approach to improve student wellbeing and management practices: <ol style="list-style-type: none"> <li>a) To work towards a whole school approach to wellbeing</li> <li>b) To implement an agreed approach to improve student management practices</li> </ol> </li> <li>2. Develop and implement a whole school approach to improve student attendance</li> </ol>

		<p>over the previous 4 years in all year levels and continue to be within the potential shown by the Student Family Occupation percentile in all of the previous 4 years</p> <p>5. By 2015 Staff Opinion survey to have an increase in Classroom Management measure and stay high for Student Behaviour</p>	
<b>Student Pathways and Transitions</b>	To ensure our programs prepare and support students through the stages of learning toward optimum pathways	<p>1. By 2015, as a result of increased options, student retention will increase as indicated in the school level report</p> <p>2. By 2015, the real retention rate from year 10 to year 11 will be within the potential shown by the Student Family Occupation percentile</p>	<p>1. Broaden learning options to meet student aspirations and destinations</p> <p>2. Embed a range of processes to support successful transitions, into, through and out of the school</p>

## School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><b>Student Learning</b></p> <ol style="list-style-type: none"> <li>1. Further develop a comprehensive whole school curriculum plan and documentation that differentiates for learning and is aligned to the VELs or Australian Curriculum standards</li> <li>2. Strengthen the efficacy of student Personal Learning Plans</li> <li>3. Provide targeted support to students at below expected level</li> <li>4. Enhance capacity of teachers to provide differentiated learning for students</li> <li>5. Enhance capacity of teachers and students to maintain student achievement in VCE</li> <li>6. Maintain high level parent support for students in VCE</li> </ol>	<p>Year 1: 2013</p> <p>The year of audit</p>	<ol style="list-style-type: none"> <li>1. Enhance Fitzroy High School's pedagogical approach to teaching by               <ul style="list-style-type: none"> <li>• Auditing against the Northern Metropolitan Regional Network theories of action</li> <li>• Complementing Fitzroy High School approach to stimulating learning by exploring the NMR curiosity model</li> </ul> </li> <li>2. Continue to document the FHS curriculum in English, Mathematics, Inquiry, Science and Advisory</li> <li>3. Further enhance the use of software to aggregate and monitor student performance (SM Tool)</li> <li>4. Improve the effectiveness of Personal Learning Plans by:               <ul style="list-style-type: none"> <li>• Developing the 'best' container for Personal Learning Plans</li> <li>• Incorporating the development and review of PLPs in Advisory time</li> <li>• Developing a staged approach and build complexity into PLPs from years 7-12, including MIPs/careers plan</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• By end 2013, the achievement and progress of all students in 7-10 will be assessed and monitored using a triangulation process where teacher judgement is based on Australian Curriculum work samples</li> <li>• By end 2013, Literacy and Mathematics curriculum at FHS will have an Audit completed against the Australian National curriculum</li> <li>• By end 2013, the English, Mathematics, Inquiry, Science and Advisory curriculum will be documented</li> <li>• By end 2013, PLPs used in classrooms by teachers and students to determine appropriate individual goals and targets at each stage of schooling (minimums)</li> <li>• By end 2013, student performance effectively monitored by teachers using designated software (SM Tool)</li> </ul>
	<p>Year 2: 2014</p> <p>The year of differentiation and formative</p>	<ol style="list-style-type: none"> <li>1. Develop a shared understanding and model of differentiation:</li> <li>2. Develop a shared understanding and model of formative assessment and feedback</li> </ol>	<ul style="list-style-type: none"> <li>• By end 2014, each unit of study in all subjects will have an identifiable component demonstrating differentiation toward higher outcomes</li> </ul>

	feedback	3. Develop annotated work samples in all core learning areas for relevant standard levels (AUSVELs or VELs) and subjects in VCE	<ul style="list-style-type: none"> <li>By end 2014, each unit of study in all subjects will categorise two methods of formative assessment characterizing by rigorous work samples</li> <li>By end 2014, PLPs used in classrooms by teachers and students to determine individual goals and targets and provide the foundation for differentiation</li> </ul>
	Year 3: 2015  The year of high expectations	1. Ensure high expectations in all learning areas by: <ul style="list-style-type: none"> <li>Making consistent judgements</li> <li>Developing in students a meta-language of subjects</li> <li>Ensuring timely and appropriate feedback to students</li> <li>Ensuring students have aspirational, stretch targets in PLPs</li> </ul>	<ul style="list-style-type: none"> <li>By end 2015, on average, 95% of all students deemed capable, will progress two equivalent VELs or AUSVEL level in their 4 years of pre VCE at Fitzroy High School</li> <li>By end 2015, the proportion of students in Years 8-9 achieving above their VELs or AUSVEL equivalent in all subjects be at least 30%</li> <li>By end 2015, the proportion of students in Years 9 and 10 below expected level to be half their respective proportion in Years 7 and 8</li> <li>By end 2015, maintain the four-year average ALLSTUDY score and remain within the potential shown by the Student Family Occupation percentile</li> <li>By end 2015, PLPs used in classrooms by teachers and students to improve individual student outcomes</li> </ul>
	Year 4: 2016  The year of review and planning	1. Conduct school self-evaluation or equivalent 2. Conduct formal review of the achievement of the goals of the Strategic Plan	<ul style="list-style-type: none"> <li>By end 2016, all goals of the strategic plan, Student Learning, achieved</li> </ul>

<p><b>Student Engagement and Wellbeing</b></p> <p>1. Implement an agreed approach to improve student wellbeing and management practices:</p> <p>a) To work towards a whole school approach to wellbeing</p> <p>b) To implement an agreed approach to improve student management practices</p> <p>2. Develop and implement a whole school approach to improve student attendance</p>	<p>Year 1: 2013</p> <p>The year of policy</p>	<ol style="list-style-type: none"> <li>1. Audit FHS against the statements in the Effective Schools model 'High Expectations for all Learners' and address recommendations from that survey.</li> <li>2. Undertake a school Policy Map, Audit and Feedback about current processes and the Mind Matters Staff and Student Surveys</li> <li>3. Undertake a Curriculum Map of the school (for wellbeing and social and emotional learning) and clarify the role of Advisory. To have resources and training for advisors and teachers to work with students on identified areas of wellbeing</li> <li>4. Review and implement FHS Student Engagement Policy in consultation with teams, providing professional learning where needed</li> <li>5. Utilize Student Management Flowchart as a process and the Student Management Tool as a tool to complement the Student Engagement policy</li> <li>6. Clarify effectiveness of data management policies and procedures for student attendance</li> <li>7. Collect qualitative data around attendance issues, considering relationship between attendance, curriculum and pathways</li> <li>8. Undertake professional learning in monitoring attendance and supporting students</li> <li>9. Assess and document existing approaches to attendance based on qualitative and quantitative data</li> <li>10. Trial programs to address attendance issues, collect further data and assess programs</li> </ol>	<ul style="list-style-type: none"> <li>• By end 2013, a second internal survey of student attitudes be completed and analysed for student opinion consistency</li> <li>• By end 2013, internal surveys (Mind Matters) of staff and students to be analysed</li> <li>• By end 2013, well communicated, concise, consulted, current policies are present in key areas of wellbeing</li> <li>• By end 2013, a short, concise, consultative, current student management policy and more effective, consistent communication and practice</li> <li>• By end 2013, more accurate data about actual attendance as well as better understanding as to reasons for attendance issues</li> <li>• By end 2013, clear attendance policies and procedures exist and are used by all staff</li> <li>• The Advisory program is coordinated and planned for 2014 onwards</li> </ul>
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		11. Undertake further professional learning in targeted programs that are effective	
	Year 2: 2014  The year of mapping and data collection	<ol style="list-style-type: none"> <li>1. Clarify and complete internal/external referral pathways document and have role of Student Management Tool well established</li> <li>2. Continue the processes above and add Method of Shared Concern and Respectful Conversations as techniques and processes</li> </ol>	<ul style="list-style-type: none"> <li>• By end 2014, a curriculum map shows where social and emotional learning is happening in the school</li> <li>• By end 2014, an agreed approach to student management documented and implemented and all staff feeling capable to implement</li> <li>• By end 2014, we begin to see an improvement in attendance and have a clearer indication of which programs are effective</li> </ul>
	Year 3: 2015  The year of personal best	<ol style="list-style-type: none"> <li>1. Review policy and practice in consultation with staff. Identify further professional learning</li> </ol>	<ul style="list-style-type: none"> <li>• By end 2015, on the Student Attitude to school survey, wellbeing measures for Y9 -12 students are at or above the 3rd quartile or have an increasing trend in the previous two years</li> <li>• By end 2015, there are clarified and coordinated policies, structures and processes for a whole school approach to wellbeing</li> <li>• By end 2015, a curriculum for social and emotional learning is embedded into the school structures</li> <li>• By 2015, the 7-12 Student Absence at Fitzroy High School to trend downward over the previous 4 years in all year levels and continue to be within the potential shown by the Student Family Occupation percentile in all of the previous 4 years</li> <li>• By 2015 Staff Opinion survey to have an increase in Classroom Management measure and stay high for Student Behaviour</li> </ul>

	Year 4: 2016 The year of review and planning	<ol style="list-style-type: none"> <li>1. Conduct school self-evaluation or equivalent</li> <li>2. Conduct formal review of the achievement of the goals of the Strategic Plan</li> </ol>	<ul style="list-style-type: none"> <li>• By end 2016, all goals of the strategic plan, Student Engagement and Wellbeing, achieved</li> </ul>
<b>Student Pathways and Transitions</b> <ol style="list-style-type: none"> <li>1. Broaden learning options to meet student aspirations and destinations</li> <li>2. Embed a range of processes to support successful transitions, into, through and out of the school</li> </ol>	Year 1: 2013 The year of discovery	<ol style="list-style-type: none"> <li>1. Ensure students in years 7-12 engage further in goal setting</li> <li>2. Conduct review of programs offered in years 10-12 and effectively communicate recommendations to key stakeholders</li> <li>3. Map and document current transition programs across the school</li> <li>4. Map current career development programs across the school and audit against Yarra Education Career Development and The Victorian Careers Curriculum Framework</li> <li>5. Map current applied learning opportunities across the school</li> <li>6. Collect qualitative data around retention, considering relationship between retention, curriculum and pathways</li> </ol>	<ul style="list-style-type: none"> <li>• By end 2013, all students will have Personal Learning Plan with clearly articulated learning goals</li> <li>• By end 2013, recommendations of the review of programs years 10-12 will be presented and implementation plan determined</li> <li>• By end 2013, best practice models of transition across the school will be determined and documented</li> <li>• By end 2013, career development programs across the school documented</li> <li>• By end 2013, one sample of assessed applied learning from current opportunities across the school audited against Applied Learning Assessment protocol</li> </ul>
	Year 2: 2014 The year of options	<ol style="list-style-type: none"> <li>1. Embed goal setting in Personal Learning Plans refer to goals in student reporting</li> <li>2. Implement recommendations of review of programs offered in years 10-12</li> <li>3. Implement best practice transition model across school in line with recommendations from the Yarra Primary Secondary School Transition Project 'Joining the Dots'</li> <li>4. Provide professional learning for teachers to support the careers development program</li> </ol>	<ul style="list-style-type: none"> <li>• By end 2014, all students have a term plan with clearly articulated achievement goals</li> <li>• By end 2014, recommendations of review of programs offered in years 10-12 implemented</li> <li>• By end 2014, all Year 10 students set achievement targets in relation to their outcomes for Year 11</li> <li>• By end 2014, best practice transition model in place across the school</li> <li>• By end 2014, teachers will feel confident to</li> </ul>

		<ol style="list-style-type: none"> <li>5. Provide professional learning for teachers to support the applied learning model</li> <li>6. Investigate further, applied learning opportunities within and beyond the school in partnership with other providers</li> </ol>	support the careers development and applied learning programs
Year 3: 2015  The year of partnerships	<ol style="list-style-type: none"> <li>1. Provide educational opportunities for parents and caregivers to: <ul style="list-style-type: none"> <li>• Investigate and support their child to make informed decisions regarding their educational pathways and learning goals</li> <li>• Ensure students have appropriate family home support during VCE to achieve their personal best</li> <li>• Develop an effective home-school partnership to ensure students achieve their personal best</li> </ul> </li> <li>2. Continue implementation of best practice transition model</li> <li>3. Develop and strengthen partnerships with external program providers</li> </ol>	<ul style="list-style-type: none"> <li>• By end 2015, effective home-school partnerships will be evident as expressed in the Parent Opinion Survey or school based surveys</li> <li>• By end 2015, all exiting students will have a successful transition to appropriate destinations</li> <li>• By end 2015, all students will successfully transition into and through the school</li> <li>• By end 2015, a range of productive partnerships with external providers is evident</li> <li>• By 2015, the real retention rate from year 10 to year 11 will be within the potential shown by the Student Family Occupation percentile</li> <li>• By 2015, as a result of increased options, student retention will increase as indicated in the school level report</li> </ul>	
Year 4: 2016  The year of review and planning	<ol style="list-style-type: none"> <li>1. Conduct school self-evaluation or equivalent</li> <li>2. Conduct formal review of the achievement of the goals of the Strategic Plan</li> </ol>	<ul style="list-style-type: none"> <li>• By end 2016, all goals of the strategic plan, Student Pathways and Transition, achieved.</li> </ul>	