

Fitzroy High School 8742 Strategic Plan 2017-2020

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal: Pauline Rice 15 June 2017[name].....[date][name].....[date][name].....[date][name].....[date]
School council: Kath Boyer 15 June 2017[name].....[date][name].....[date][name].....[date][name].....[date]
Delegate of the Secretary: [name] [date][name].....[date][name].....[date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<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>Respect, Trust, Engage</p>	<p>Fitzroy High School is located in North Fitzroy in the City of Yarra, which is part of inner Melbourne. 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 and Education (SFOE) Index indicates the school has a relatively high socio-economic background with the student body reflecting the population characteristics of the City of Yarra which is the most diverse Local Government Area in Australia.</p> <p>The school is capped at 600 students with 605 enrolments in 2017. A high demand for places at all year levels sees student numbers continue to grow with full enrolment in Years 7 to 10. The student community is diverse and reflects the inclusive nature of the school.</p> <p>The school has an 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. A focus on excellence and equity, and on being a humane learning community in which teachers use positive relationships to deepen their knowledge of students are underpinning features of the school. The school seeks to develop young people as individuals, learners and contributors.</p> <p>The key challenges for FHS include unfinished business in relation to previous strategic plan:</p> <ul style="list-style-type: none"> ▪ Building and maintaining consistency of student achievement ▪ Ensuring consistency of teacher practice including data analysis to improve student achievement ▪ Developing and implementing an agreed curriculum. 	<p>The strategic intent is to have a school where the students reach their personal best in academic, social, emotional areas, leading to high levels of performance and attainment. To achieve this intent, the school designs its curriculum, and the related teaching and learning, within the context of the Victorian Curriculum (Years 7 to 10), the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and the Victorian Curriculum of Applied Learning (VCAL).</p> <p>The focus of the strategic plan is to:</p> <ul style="list-style-type: none"> ▪ Ensure that the vision and values of the school informs and underpins all its work ▪ Adapt from current best practice across the school an explicit teaching model that builds on what great teachers do and develops consistency of practice across the school ▪ Build the capacity of all stakeholders ▪ Meet the learning needs of students through providing a diversity of programs and pathways.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																																								
<p>By 2020, FHS will ensure that the vision, values and philosophy of the school informs and underpins the:</p> <ul style="list-style-type: none"> Curriculum Policy and procedures Teaching and learning Wellbeing and engagement 	<p>Excellence in teaching and learning Building practice excellence Curriculum planning and assessment</p>	<p>Promote and sustain the vision and values to ensure:</p> <ul style="list-style-type: none"> Learning success for every student aligns with the unique characteristics of Fitzroy High School Community expectations for the school are articulated in the vision and values Common, clear understanding of terms such as, for example, 'capable of excellence', 'lifelong learning', 'shared understandings' and what success looks like if the range of characteristics is achieved 	<p>By end 2020, parent opinion mean factor scores for General Satisfaction, Learning Focus and Stimulating Learning will be (based on state mean):</p> <table border="1" data-bbox="2089 289 2614 474"> <thead> <tr> <th colspan="3">Parent Opinion Survey</th> </tr> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>General satisfaction</td> <td>5.75</td> <td>5.84</td> </tr> <tr> <td>Learning focus – challenge, meet academic needs</td> <td>5.38</td> <td>5.7</td> </tr> <tr> <td>Stimulating Learning</td> <td>5.69</td> <td>5.75</td> </tr> </tbody> </table> <p>By end 2020, Student perception (delivering vision and values) – Morale, Teacher Empathy and Teacher Effectiveness to be above Region and State means:</p> <table border="1" data-bbox="2089 600 2614 758"> <thead> <tr> <th colspan="3">Student Attitudes to School Survey</th> </tr> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Morale</td> <td>4.7</td> <td>4.8</td> </tr> <tr> <td>Teacher Empathy</td> <td>3.77</td> <td>3.9</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>3.77</td> <td>3.9</td> </tr> </tbody> </table>	Parent Opinion Survey				2016	2020	General satisfaction	5.75	5.84	Learning focus – challenge, meet academic needs	5.38	5.7	Stimulating Learning	5.69	5.75	Student Attitudes to School Survey				2016	2020	Morale	4.7	4.8	Teacher Empathy	3.77	3.9	Teacher Effectiveness	3.77	3.9																																										
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<p>By 2020, an explicit model for teaching and learning based on the vision and values of FHS will be identified, implemented and evaluated</p>	<p>Excellence in teaching and learning Building practice excellence Curriculum planning and assessment</p>	<p>Identify, implement and evaluate an explicit model for teaching and learning based on the Victorian Curriculum and is in line with the vision and values of FHS. The model builds on what great teachers do and creates consistency of practice across the school</p> <ul style="list-style-type: none"> Develop and implement a comprehensive curriculum program and criterion referenced framework based on the Victorian Curriculum Support teachers to collaborate, model and share effective practice Provide sustained professional learning related to explicit teaching and learning model, Victorian Curriculum, criterion referenced frameworks Improve the use of student assessment data to evaluate the impact of teaching on student learning at point of need 	<p>By end 2020, the percentage of students with low and high NAPLAN relative growth will be (low growth - below state, high growth - above state):</p> <table border="1" data-bbox="2089 863 2769 1115"> <thead> <tr> <th colspan="5">NAPLAN Relative Growth % students with high/low growth</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">Low Growth</th> <th colspan="2">High Growth</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23.33</td> <td>20</td> <td>21.1</td> <td>23</td> </tr> <tr> <td>Writing</td> <td>25.84</td> <td>22</td> <td>30.34</td> <td>32</td> </tr> <tr> <td>Spelling</td> <td>16.67</td> <td>15</td> <td>38.89</td> <td>40</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>25.56</td> <td>22</td> <td>34.44</td> <td>36</td> </tr> <tr> <td>Numeracy</td> <td>28.74</td> <td>25</td> <td>25.29</td> <td>27</td> </tr> </tbody> </table> <p>By end 2020, the staff opinion survey mean scores on collective participation, active participation, feedback, viable curriculum will be (based on mean all secondary schools):</p> <table border="1" data-bbox="2089 1241 2614 1398"> <thead> <tr> <th colspan="3">Staff Opinion Survey</th> </tr> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Collective Participation</td> <td>59.21</td> <td>69.93</td> </tr> <tr> <td>Active participation</td> <td>48.23</td> <td>63.79</td> </tr> <tr> <td>Viable Curriculum</td> <td>63.7</td> <td>67.19</td> </tr> </tbody> </table> <p>By end 2020, student attitudes survey scores on learning confidence and motivation, morale (at or above state mean) and distress (at or below state mean) will be:</p> <table border="1" data-bbox="2089 1524 2614 1719"> <thead> <tr> <th colspan="3">Student Attitudes to School Survey</th> </tr> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>3.65</td> <td>3.7</td> </tr> <tr> <td>Motivation</td> <td>4.12</td> <td>4.23</td> </tr> <tr> <td>Distress</td> <td>5.08</td> <td>5</td> </tr> <tr> <td>Morale</td> <td>4.70</td> <td>4.6</td> </tr> </tbody> </table>	NAPLAN Relative Growth % students with high/low growth						Low Growth		High Growth		2016	2020	2016	2010	Reading	23.33	20	21.1	23	Writing	25.84	22	30.34	32	Spelling	16.67	15	38.89	40	Grammar & Punctuation	25.56	22	34.44	36	Numeracy	28.74	25	25.29	27	Staff Opinion Survey				2016	2020	Collective Participation	59.21	69.93	Active participation	48.23	63.79	Viable Curriculum	63.7	67.19	Student Attitudes to School Survey				2016	2020	Learning Confidence	3.65	3.7	Motivation	4.12	4.23	Distress	5.08	5	Morale	4.70	4.6
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		<p>Meet the learning needs of student through providing a diversity of programs and pathways</p> <ul style="list-style-type: none"> 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 teaching and learning expectations Implement targeted programs and teaching strategies for students at risk 	<p>By end 2020, student attendance data will show improvement to (at or below state mean):</p> <table border="1"> <thead> <tr> <th colspan="3">Student attendance</th> </tr> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>18.61</td> <td>16.52</td> </tr> <tr> <td>Year 8</td> <td>23.76</td> <td>20.48</td> </tr> <tr> <td>Year 9</td> <td>19.9</td> <td>19</td> </tr> <tr> <td>Year 10</td> <td>28.06</td> <td>19.56</td> </tr> <tr> <td>Year 11</td> <td>23.92</td> <td>17.23</td> </tr> <tr> <td>Year 12</td> <td>18.93</td> <td>16.13</td> </tr> <tr> <td>Year 7-12</td> <td>22.33</td> <td>18.84</td> </tr> </tbody> </table> <p>By end 2020, the % of Year 9 students assessed as 'below' and 'at' NMS (Bands 5 and 6) in Reading, Writing and Numeracy is reduced (based on % growth LGA):</p> <table border="1"> <thead> <tr> <th colspan="5">% Year 9 students by NAPLAN Bands 5 and 6</th> </tr> <tr> <th></th> <th colspan="2">2016</th> <th colspan="2">2020</th> </tr> <tr> <th></th> <th>Below/ band 5</th> <th>At/ band 6</th> <th>Below/ band 5</th> <th>At/ band 6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2.9</td> <td>12.6</td> <td>2.5</td> <td>7.2</td> </tr> <tr> <td>Writing</td> <td>11.8</td> <td>12.7</td> <td>7.6</td> <td>9</td> </tr> <tr> <td>Numeracy</td> <td>2</td> <td>17.6</td> <td>1</td> <td>10.3</td> </tr> </tbody> </table> <p>By end 2020, the % of students assessed as 'above' NMS (Bands 9 and 10) in Reading, Writing and Numeracy is increased (based on % growth LGA):</p> <table border="1"> <thead> <tr> <th colspan="5">NAPLAN % Year 9 students by NAPLAN Band 9 and 10</th> </tr> <tr> <th></th> <th colspan="2">2016</th> <th colspan="2">2020</th> </tr> <tr> <th></th> <th>Above/ band 9</th> <th>Above/ band 10</th> <th>Above/ band 9</th> <th>Above/ band 10</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21.4</td> <td>10.7</td> <td>25.3</td> <td>13</td> </tr> <tr> <td>Writing</td> <td>14.7</td> <td>4.9</td> <td>16.8</td> <td>7.2</td> </tr> <tr> <td>Numeracy</td> <td>18.6</td> <td>4.9</td> <td>23.1</td> <td>7.3</td> </tr> </tbody> </table> <p>By end 2020, the Student Opinion Survey mean scores for stimulating learning, teacher empathy, teacher effectiveness will remain above state means)</p> <table border="1"> <thead> <tr> <th colspan="4">Student Attitudes to School Survey</th> </tr> <tr> <th></th> <th>2016</th> <th>2020</th> <th>State mean 2016</th> </tr> </thead> <tbody> <tr> <td>Stimulating learning</td> <td>3.35</td> <td>3.5</td> <td>3.14</td> </tr> <tr> <td>Teacher empathy</td> <td>3.77</td> <td>3.9</td> <td>3.63</td> </tr> <tr> <td>Teacher effectiveness</td> <td>3.77</td> <td>3.9</td> <td>3.63</td> </tr> </tbody> </table>	Student attendance				2016	2020	Year 7	18.61	16.52	Year 8	23.76	20.48	Year 9	19.9	19	Year 10	28.06	19.56	Year 11	23.92	17.23	Year 12	18.93	16.13	Year 7-12	22.33	18.84	% Year 9 students by NAPLAN Bands 5 and 6						2016		2020			Below/ band 5	At/ band 6	Below/ band 5	At/ band 6	Reading	2.9	12.6	2.5	7.2	Writing	11.8	12.7	7.6	9	Numeracy	2	17.6	1	10.3	NAPLAN % Year 9 students by NAPLAN Band 9 and 10						2016		2020			Above/ band 9	Above/ band 10	Above/ band 9	Above/ band 10	Reading	21.4	10.7	25.3	13	Writing	14.7	4.9	16.8	7.2	Numeracy	18.6	4.9	23.1	7.3	Student Attitudes to School Survey					2016	2020	State mean 2016	Stimulating learning	3.35	3.5	3.14	Teacher empathy	3.77	3.9	3.63	Teacher effectiveness	3.77	3.9	3.63
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By end 2020, the mean study score and % of VCE study scores of 40 or more will remain above the state average:

VCE Study Scores				
	2016		2020	
	school	state	school	state
Mean study score	28.83	28.71	30.0	28.7
% students with 40 or more	3.5	6.3	7.0	6.3

By end 2020, Students in Year 10 August retained the following year to Year 11 February will be at or above state %:

Students in year 10 August retained to following year 11 Feb				
	2016		2020	
	school	state	school	state
% retention	78.9	84.4	85	
Number of students	24			

By 2020 maintain VCE/VET/VCAL completion rates to be at or above state

VCE/VET/VCAL % completion rates				
	2016		2020	
	school	state	school	state
VCE	100	97.1	100	
VET	43.1	28.8	45	
VCAL intermediate	7			
VCAL senior	9			