School Strategic Plan 2020-2024

Fitzroy High School (8742)

Submitted for review by Linda Mitchell (School Principal) on 11 May, 2020 at 02:49 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 06 July, 2020 at 12:21 PM
Endorsed by Ralph Saubern (School Council President) on 06 July, 2020 at 05:25 PM

School Strategic Plan - 2020-2024

Fitzroy High School (8742)

School vision	Fitzroy High School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The programs and teaching at Fitzroy High School support and promote the principles and practice of Australian democracy, including a commitment to: elected government the rule of law equal rights for all before the law freedom of religion freedom of speech and association the values of openness and tolerance. To celebrate and embed our Statement of Values and Philosophy in our school community, we display posters and banners that promote your values in our school incorporate our values into the School Wide Positive Behaviour Support matrix and strategies celebrate our values in our school newsletter provide awards and recognition for students who actively demonstrate the values discuss our values with students in the classroom, meetings and assemblies. VISION 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. Fitzroy is a learning community where students and teams of teachers work together to: achieve high standards so that all students fulfil their capabilities in academic, intellectual, social, emotional and physical development; celebrate diversity and embrace individual differences, including class, culture, race, gender, sexuality and ethnicity; build a cohesive, compassionate and proud school community with a productive legacy for the future; develop beyond our current capacity through continuous change and review; and

	participate in and contribute to our wider community. PHILOSOPHY 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.
School values	VALUES Fitzroy High School's values are Trust, Engage and Respect BEHAVIOURAL EXPECTATIONS Fitzroy High School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. As principals and school leaders, we will: model positive behaviour and effective leadership communicate politely and respectfully with all members of the school community work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school identify and support students who are or may be at risk do our best to ensure every child achieves their personal and learning potential work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required inform parents of the school's communication and complaints procedures ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds. As teachers and non-teaching school staff, we will: model positive behaviour to students consistent with the standards of our profession

communicate politely and respectfully with all members of the school community
proactively engage with parents about student outcomes
work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
treat all members of the school community with respect.

As parents and carers, we will:

model positive behaviour to our child
communicate politely and respectfully with all members of the school community
ensure our child attends school on time, every day the school is open for instruction
take an interest in our child's school and learning
work with the school to achieve the best outcomes for our child
communicate constructively with the school and use expected processes and protocols when raising concerns
support school staff to maintain a safe learning environment for all students
follow the school's processes for communication with staff and making complaints
treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

model positive behaviour to other students
communicate politely and respectfully with all members of the school community.
comply with and model school values
behave in a safe and responsible manner
respect ourselves, other members of the school community and the school environment.
actively participate in school
not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

model positive behaviour to the school community
treat other members of the school community with respect
support school staff to maintain a safe and inclusive learning environment for all students
utilise the school's processes for communication with staff and submitting complaints.

| Context challenges | The school places students at the centre of their learning and the structure of the school is organised around meeting the educational needs of our students. With involvement of parents and carers, teachers support student to make choices about their learning and development, maximising their performance across a broad range of subjects and life skills. Staff know their students and capabilities well. They use this knowledge in discussions with students and their families to develop subject-specific learning goals, supporting each students to monitor and extend their learning goals. Through the Amplify initiative we are currently using student voice and agency to reinvigorate and re-frame the Personal Learning Plan to, once again, become the most important learning document in our school. A key challenge for the school now is how to ensure that the Personal Learning Plan contributes towards a culture of high expectations for every student to promote intellectual engagement and self-awareness and further enhance the partnership with parents and carers to promote student learning and motivation.

It is a key strength of the school that there are authentic, respectful relationships, within a culture in which student voices are valued, there is not a formal structure to facilitate representative democracy in the school. A key challenge for the school now is to establish a formal structure to enable regular, active student participation in school improvement initiatives, such as in the School Improvement Team. and to further enhance opportunities for student voice, agency and leadership.

As well as the strong Advisory and team structure, the school has a wellbeing team that consists of a wellbeing leader and two psychologists, as well as an engagement & wellbeing team consisting of year level leaders. The entire team works together to identify wellbeing issues and provide support to the students. This is supported by Restorative Practices, the Berry St Educational Model, Resilience, Rights and Respectful Relationships curriculum and, more recently, School Wide Positive Behaviour. Nevertheless, there is a significant cohort of students who experience anxiety and school refusal. A key challenge for the school now is to ensure that both learning and wellbeing issues are addressed for every student in order to improve attendance.

PLC teams were implemented in 2018. With the focus of improving teaching and learning in their curriculum areas, teams of teachers meet regularly to interrogate practice and to implement the DET Pedagogical Model. At Fitzroy High School PLC teams comprise teachers who deliver the 7-10 curriculum. 11-12 PLC teams comprise teachers from both Fitzroy High School and Collingwood College, as part of the partnership to co-deliver the VCE program across both schools. A key challenge for the school now is to deliver a consistent, evidence based, instructional model, including to work with Collingwood College as part of the Senior Programs. As part of that challenge the school needs to further develop a shared vision which under-pins our collaborative arrangements, which by the end of 2021 will represent the resources and effort directed to 650 year 10-12 students at a dedicated senior campus site on the former Fitzroy Gasworks in Fitzroy North.

Finally, the school is known for its inclusive practices and attracts a larger proportion of students with disabilities than the state average. Although there have been many success stories, a key challenge for the school now is to ensure that the right resources are allocated, including highly trained staff; professional learning; relevant curriculum practices and documentation; appropriate use of data; and internal and external supports, in order to maximise the school's ability to cater for all students. |

Intent, rationale and focus	The school's intention is to expand its capability to fully express its vision, values and philosophy. While the community is generally very supportive of what the school sets out to achieve, it is agreed that it does not always achieve this for all stakeholders. It is important to ensure that the school continues to be an organisation which learns about itself and remains reflective, flexible and responsive. The school needs to be able to provide an experience consistent with its message to the community and a consistent experience for all. In order to prioritize the Strategic Plan over four years, it is critical to better understand how the key directions relate to each other. While setting up priorities for all three goals at once should be the aim of the first year, it is also important to conduct further analysis, including data analysis, in order to create meaningful and cogent activities. Goal 2, Further empower students as learners and leaders to enable significant growth in motivation and wellbeing and agency, could be the first priority after that. Goal 3, Improve student engagement and attendance, would be the next priority. Finally Goal 1, Improve the growth and achievement of all students, should then follow, as students understand better what they need, teachers understand better what students need, and parents are more engaged in the process.

School Strategic Plan - 2020-2024

Fitzroy High School (8742)

Goal 1	Improve the growth and achievement of all students
Target 1.1	Increase the proportion of students achieving at and above benchmark growth in NAPLAN Year 9 in: • Reading from 74 per cent in 2019 to 80 per cent by 2023 • Writing from 77 per cent in 2019 to 85 per cent by 2023 • Numeracy from 64 per cent in 2019 to 75 per cent by 2023
Target 1.2	Increase the proportion of students in the top two bands of NAPLAN in Year 9: • Reading from 38 per cent in 2019 to 45 per cent by 2023 • Writing from 16 per cent in 2019 to 25 per cent by 2023 • Numeracy from 25 per cent in 2019 to 35 per cent by 2023
Target 1.3	Maintain VCE completion and increase students achieving VCE Study Scores: • English from 29.1 in 2019 to 31 by 2023 • All study from 28.61 in 2019 to 30 by 2023 • The proportion of students achieving study scores above 37 in English from 14 per cent in 2019 to 18 per cent by 2023 • Maintain 100 per cent completion of VCE by 2023

Target 1.4	Improve the per cent of positive endorsement in the Staff Opinion Survey: • Collective efficacy from 38 per cent in 2019 to 50 per cent by 2023 • Teacher collaboration from 46 per cent in 2019 to 50 per cent by 2023 • Guaranteed and viable curriculum from 31 per cent in 2019 to 50 per cent by 2023 • Academic emphasis from 35 per cent in 2019 to 50 per cent by 2023
Target 1.5	Reduce the variance between the predicted VCE study score for each VCE study and the actual study scores as shown in VASS Report 10.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Embed a clear teaching and learning model that is based on research relating to high impact teaching strategies.
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed a holistic and systematic approach to curriculum, pedagogy and assessment
Key Improvement Strategy 1.c Building practice excellence	Continue to provide ongoing professional learning that is collaborative, involving reflection and feedback and that is fully integrated into the culture of the school
Key Improvement Strategy 1.d Curriculum planning and assessment	Develop the capacity of teachers to design deep learning programs that challenge students to construct and apply new knowledge and explicitly build deep levels of thinking.
Goal 2	Further empower students as learners and leaders to enable significant growth in motivation, wellbeing and agency.
Target 2.1	Improve the per cent of positive endorsement in the Students Attitudes to School Survey:

	Stimulated learning from • Year 7 to 9 52% (2019) to 60% (2023) • Year 10 to 12 59% (2019) to 70% (2023) Sense of confidence from • Year 7 to 9 55%(2019) to 65%(2023), • Year 10- to 12 62%(2019) to 70%(2023) Student voice, agency and leadership from • Years 7 to 9 39%(2019) to 50%(2023) • Years 10 to 12 56%(2019) to 65%(2023) Motivation and Interest from • Year 7 to 9 53% (2019) to 65%(2023) • Year 10 to 12 65% (2019) to 75% (2023) Differentiated learning challenge from • Year 7 to 9 49% (2019) to 60%(2023) • Year 10 to 12 62%(2019) to 70%(2023)
Target 2.2	Improve the per cent of positive endorsement in the Parent Opinion survey: • Student agency and voice from 69 per cent in 2019 to 75 per cent by 2023 • Stimulating learning environment from 75 per cent in 2019 to 80 per cent by 2023

Key Improvement Strategy 2.a Empowering students and building school pride	Further enhance formal and informal structures to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on the school culture.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Embed a culture of high expectations for every student to promote intellectual engagement and the capacity to monitor their own progress and achievement.
Key Improvement Strategy 2.c Empowering students and building school pride	Develop the capacity of students and teacher to engage in an authentic learning partnership throughout the school.
Goal 3	Improve student engagement and attendance
Target 3.1	Improve the per cent of positive endorsement in the Staff Opinion Survey • Trust in students and parents from 46 per cent in 2019 to 55 per cent by 2023 • Parent and community involvement from 49 per cent in 2019 to 60 per cent by 2023 • Promote student ownership of learning goals from 53 per cent in 2019 to 60 per cent by 2023
Target 3.2	Improve the per cent of positive endorsement in the Students Attitudes to School Survey: Teacher concern from • Year 7 to 9 37%(2019) to 50%(2023) • Year 10 to 12 53%(2019) to 60%(2023)

	Effective classroom behavior from • Year 7 to 9 51%(2019) to 60%(2023) • Year 10 to 12 57%(2019) to 65%(2023) Sense of connectedness from • Year 7 to 9 51%(2019) to 60%(2023) • Year 10 to 12 53%(2019) to 60%(2023) Attitudes to Attendance from • Year 7 to 9 72% (2019) to80% (2023) • Year 10 to 12 79%(2019) to 85% (2023)
Target 3.3	Improve the per cent of positive endorsement in the Parent Opinion Survey: • Parent participation and involvement from 70 per cent in 2019 to 75 per cent by 2023 • School communication from 84 per cent in 2019 to 85 per cent by 2023 • Teacher communication from 68 per cent in 2019 to 70 per cent by 2023 • Student connectedness from 82 per cent in 2019 to 90 per cent by 2023
Target 3.4	Improve attendance: • Reduce the per cent of student with more than 20 days absent from 43 per cent in 2019 to 33 per cent by 2023 • Decrease the mean days absent per student per year from 24.79 days in 2019 to 18 by 2023

Key Improvement Strategy 3.a Parents and carers as partners	Further develop the partnership with parents and carers to maximise wellbeing and attendance.
Key Improvement Strategy 3.b Building communities	Work with parents and carers to provide consistent support and reinforcement of expectations about student learning and behavior.
Key Improvement Strategy 3.c Building communities	Improve the quality and consistency of school/parent communication in order to engage with parents to support school initiatives.