

School Strategic Plan 2023-2027

Fitzroy High School (8742)



Submitted for review by Linda Mitchell (School Principal) on 04 March, 2024 at 06:03 PM

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Awaiting endorsement by School Council President

School Strategic Plan - 2023-2027

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School vision	<p>Vision</p> <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>Fitzroy is a learning community where students and teams of teachers work together to:</p> <p>achieve high standards so that all students fulfill their capabilities in academic, intellectual, social, emotional and physical development;</p> <p>celebrate diversity and embrace individual differences, including gender, class, culture, race, sexuality and ethnicity;</p> <p>build a cohesive, compassionate and proud school community with a productive legacy for the future;</p> <p>develop beyond our current capacity through continuous change and review; and</p> <p>participate in and contribute to our wider community.</p>
School values	<p>Fitzroy High School's values are Trust, Engage and Respect. Fitzroy High School embraces a bold and ambitious future, striving for excellence and equity. We aim to be a humane learning community in which teachers use relationships to deepen their knowledge of students. In this way, we engage students 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. 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 students to make choices about their learning and development, maximising their performance across a broad range of subjects and life skills.</p>
Context challenges	<p>Many of key challenges arise out of the findings of the recent school review. The panel found inconsistent approaches to tracking and responding to student learning were barriers to increased learning growth and achievement. The comparative teacher judgment against NAPLAN data showed inconsistencies in the application of teacher judgment; this was particularly evident for numeracy. The staff outlined the need to respond to COVID-19 and remote and flexible learning. This included the increase of wellbeing needs and disrupted student attendance as the community returned to face-to-face teaching, impacting the continuity of teaching and learning and the school's ability to embed agreed practice. The panel found that Fitzroy High School had maintained a strong focus on</p>

enhancing teaching and learning practices and approaches through the School Strategic Plan period (SSP). Analysis of the school's NAPLAN, school-based assessment and VCE results identified that some students were achieving at and above age-expected levels, some were making at and above expected learning gains, and others were making less than expected learning growth and attainment. The panel observed/found inconsistent approaches to equity and inclusion across the curriculum and a need to integrate an equity lens throughout all planning & practice, and fully embed this in the culture of the school. The panel observed that some targeted intervention approaches that demonstrated some successes were evident, however there is more work to be done. Some of the cohort specific challenges and actions are as follows:

Equity funded students: Reduce the impact of disadvantage and the achievement gap between equity and non-equity funded students by further tailoring educational programs that meet the needs of this cohort of students, including:

- Continuing to enhance engagement and wellbeing approaches to retain students at school, improve attendance and maximise engagement in learning.
- Maximising learning growth and achievement in literacy and numeracy for all students.
- Tracking learning growth and achievement by level of disadvantage in Annual Implementation Plans.
- Strategically targeting career education and goal setting to enable high expectations and aspirations for all students at their point of need.

Aboriginal and Torres Strait Islander students and Marrung Aboriginal Education Plan : Further implement the suggested actions of the Marrung Education Plan, including:

- Continue to acknowledge traditional owners and Acknowledgement of Country at events.
- Further develop curriculum resources to teach all students about the history and culture of Australia's First Peoples.
- Further engage with Koorie Engagement and Support Officers (KESOs) as part of the Learning Places regional operating model.
- Identify further opportunities to partner with relevant place-based initiatives and mechanisms.

Students with disabilities and additional needs: Reduce the impact of disability and additional needs by further tailoring educational programs for this cohort of students, including:

- Accurately tag and track students through the NCCD data.
- Continuing to enhance engagement and wellbeing approaches to improve attendance and maximise engagement in learning.
- Ensuring adjustments are planned for within IEPs and implemented.
- Maximising learning growth and achievement in literacy and numeracy for all students.
- Tracking learning growth and achievement by priority cohort.
- Strategically targeting goal setting to enable high expectations and aspirations for all students at their point of need.
- Build staff capacity to support students and understand their needs
- Implement and embed Disability Inclusion to ensure every student at every ability thrives at school.

Intent, rationale and focus

The main intent of this strategic plan is to build a culture of high expectations for learner success, responsive teaching and assessment practices in order to promote learning growth and rigour for all students at Fitzroy High School and Wurun Senior Campus. Alongside that, to enhance wellbeing as integral to learning, focusing on Tier 1 strategies to complement the strategies already well embedded for Tier 2 and 3. This work requires a strengthening of the partnership with Collingwood College, including capacity building in teachers and leaders; shared instructional leadership and professional learning; and frameworks, systems and processes that enhance that, not just at Wurun but across both secondary schools. In other words, building a community of practice for the two schools that fully embraces the opportunity our partnership.

This is important because, without this work, we are not able to fulfill the school's vision and values and to ensure excellence and equity for every student in our care. It is also important to reframe the narrative so that it is in step with our community and community expectations, which will in turn hopefully impact positively on our enrollments.

In terms of prioritizing, our first step is to develop and enhance common, rigorous and effective high-impact teaching and learning strategies through embedding the philosophy and vision of the school and the partnership with Collingwood College. Taking the community of practice approach, we will build on shared instructional leadership to strengthen consistency, with a strong narrative of the 'why' to enable excellence. This will further support rigour, consistency and collective efficacy by documenting and delivering the agreed learning and teaching programs. Through common professional learning, student learning outcomes will be further strengthened by focusing on the 'how' of teaching and learning across and within settings.

Another initial step is to focus on the link between the HITS (High Impact Teaching Strategies and the HIWS (High Impact Wellbeing Strategies) so that teachers are using these in conjunction with each other in their classrooms. Approaches and programs will clearly delineate the different tiers of need, and focus on Tier 1 strategies that benefit all students.

A third important step is to ensure that we use data effectively in order to understand all of our learners as well as being able to target particular strategies and supports to particular cohorts. This includes strengthening data literacy in our teachers and leaders, and creating frameworks, systems and processes that track the journey of all students from year 7 to year 12.

Finally, we will continue to work on building learner agency within all classrooms and ensure that student voice and leadership is enhanced in all settings.

We have also committed to embedding an equity lens throughout all planning and practice for both learning and wellbeing.

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Goal 1	Optimise student learning outcomes.
Target 1.1	<p>NAPLAN – Proficiency scales</p> <p>By 2027, the percentage of Year 9 students with Exceeding Proficiency will increase or be maintained.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading will be maintained at 41 percent (2023) <input type="checkbox"/> Writing will increase from 18 percent (2023) to 26 percent <input type="checkbox"/> Numeracy will increase from 10 per cent (2023) to 18 percent. <p>*This target may require adjustment once trend data is available</p>
Target 1.2	<p>Teacher Judgments –?Growth?</p> <p>By 2027, the percentage of Year 7 to 10 students achieving at or exceeding expected growth as measured by teacher judgments (Semester 2 - Semester 2) will?increase:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading and viewing for above expected growth from 20 percent (2022) to?24?percent? <input type="checkbox"/> Writing for?above expected growth from?25?percent (2022) to?29?percent <input type="checkbox"/> Number and Algebra for at or above expected growth from?64 per?cent (2022) to 68?percent.
Target 1.3	VCE - Completion rates

	<p>By 2027, increase the senior school completion rates:</p> <p>VCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fitzroy High School 93.2 per cent (2023) to at least 97 percent <input type="checkbox"/> Wurun 93.05 (2023) to at least 97 percent <p>VCE-VM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fitzroy High School from <i>(insert benchmark)</i> 2023 to <i>(insert target)</i>. <input type="checkbox"/> Wurun from <i>(insert benchmark)</i> 2023 to <i>(insert target)</i>. <p>VPC</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collingwood College from <i>(insert benchmark)</i> 2024 to <i>(insert target)</i>. <input type="checkbox"/> Wurun from <i>(insert benchmark)</i> 2024 to <i>(insert target)</i>. <p>*Target to be completed once VCE-VM and VPC completion rates are available</p>
<p>Target 1.4</p>	<p>VCE All Study Score Mean</p> <p>By 2027, increase the VCE all study scores mean:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fitzroy High School from 29.92 (2022) to 30 <input type="checkbox"/> Wurun 28.12 (2022) to 28.88.
<p>Target 1.5</p>	<p>VCE Study Score 40+</p>

	<p>By 2027, the percentage for students with at least one study score of 40 or above will increase:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fitzroy High School from 12.4 percent (2022) to at least 14.6 percent <input type="checkbox"/> Wurun from 9.5 percent (2023) to at least 14.6 percent.
<p>Target 1.6</p>	<p>VCE Mean Study Score – English</p> <p>By 2027, increase the VCE mean study score across studies of VCE English</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fitzroy High School English from 27.83 (2022) to 30 <input type="checkbox"/> Wurun English from 27.46 (2022) to 29.5 <input type="checkbox"/> Fitzroy High School Literature 35.13 (2022) to 36.
<p>Target 1.7</p>	<p>VCE Mean Study Score - Maths</p> <p>By 2027, increase the VCE mean study score across studies of VCE Mathematics:</p> <p>General Maths</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fitzroy High School from 27.76 (2022) to 31 <input type="checkbox"/> Wurun from 27.32 (2022) to 30. <p>Mathematics Methods (CAS)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fitzroy High School from 29.17 (2022) to 31 <input type="checkbox"/> Wurun from 26.68 (2022) to 28.

<p>Target 1.8</p>	<p>School Staff Survey (SSS)</p> <p>By 2027, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Leadership from 47 percent (2023) to 55 percent <input type="checkbox"/> Academic emphasis from 34 percent (2023) to 50 percent <input type="checkbox"/> Collective efficacy from 42 percent (2023) to 54 percent <input type="checkbox"/> Understanding formative assessment from 49 percent (2023) to 57 percent.
<p>Target 1.9</p>	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2027, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stimulating learning from 57 percent (2023) to 61 percent <input type="checkbox"/> Differentiated learning challenge from 60 percent (2023) to 64 percent <input type="checkbox"/> Motivation and interest from 61 percent (2023) to 65 percent
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop and universally implement rigorous and effective teaching and learning that reflects high impact learning and teaching strategies and high impact wellbeing strategies.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop curriculum documentation, assessment practices and student learning growth within numeracy and mathematics.</p>

<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.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</p>	Further embed the schools vision for learning and teaching to meet the needs of all students.
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.d 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</p>	Further implement a culture of collective efficacy, professional responsibility and growth.
<p>Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.e</p>	Embed the school vision and values through shared instructional leadership

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.e Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Goal 2</p>	<p>Optimise student capabilities to thrive through learning.</p>
<p>Target 2.1</p>	<p>Attendance</p> <p>By 2027, decrease the percentage of students with 20 or more days absent from 37 percent (2022) to 33 percent.</p>
<p>Target 2.2</p>	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2027, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Normal or high Resilience from 69 percent (2023) to 73 percent <input type="checkbox"/> Not experiencing bullying from 88 percent (2023) to 93 percent <input type="checkbox"/> Advocate at school from 64 percent (2023) to 70 percent <input type="checkbox"/> Respect for diversity from 52 percent (2023) to 60 percent <input type="checkbox"/> Sense of connectedness from 54 percent (2023) to 58 percent <input type="checkbox"/> Student voice and agency from 49 percent (2023) to 53 percent.

<p>Target 2.3</p>	<p>Parent Opinion Survey (POS)</p> <p>By 2027, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student agency and voice from 69 percent (2023) to 73 percent <input type="checkbox"/> Parent participation and involvement from 48 percent (2023) to 56 percent.
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further build and embed a tiered approach to wellbeing, focusing on enhancing capabilities to thrive.</p>
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enable learner agency through intentional learning design.</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c</p>	<p>Implement an equity lens throughout all planning and practice, which is fully integrated into the culture of the school.</p>

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.d 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</p>	<p>Further cultivate parents/carers as partners in building a culture that celebrates learning and positions Fitzroy High School as a school of choice for its community.</p>
<p>Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	