

Fitzroy Primary School Strategic Plan 20xx-20xx

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: Julie Rothman [date][name] [date][name] [date]
School council: Ann Polis [date][name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Fitzroy Primary School we aim to focus on the educational, social, physical and emotional development of all our students. We are committed to supporting students to grow as valued and active members of the wider community with the skills and knowledge to excel in an ever-changing world. Our school will:</p> <ul style="list-style-type: none"> Ensure a stimulating and engaging learning environment where academic achievement is our focus and where students are provided with every opportunity to achieve their potential Develop and maintain positive and respectful partnerships between the school, the students, families and the community Provide a learning environment that is based on mutual respect and understanding where diversity and individual differences are respected and celebrated Hold high personal expectations of all students and all those who are part of the school community 	<p>Engagement</p> <ul style="list-style-type: none"> Ensure a stimulating and engaging learning environment where academic achievement is our focus and where students are provided with every opportunity to achieve their potential <p>Respect</p> <ul style="list-style-type: none"> Develop and maintain positive and respectful partnerships between the school, the students, families and the community Provide a learning environment that is based on mutual respect and understanding where diversity and individual differences are respected and celebrated <p>Achievement</p> <ul style="list-style-type: none"> Ensure a stimulating and engaging learning environment where academic achievement is our focus and where students are provided with every opportunity to achieve their potential 	<p>Fitzroy Primary School (Fitzroy PS) is a government primary school in the inner city of Melbourne. It was established in 1855 and has a long tradition of catering for the children of families living in the local community. The school currently has an SFO of .80 and caters for a diverse community that includes a high percentage of students from an EAL background, families from refugee backgrounds and over 90% of families living in a housing estate.</p> <p>The school has a focus on literacy and numeracy and offers a comprehensive curriculum including Inquiry-Based Learning, specialist programs in Science, the Arts and Physical Education, a Kitchen Garden program and a Languages other than English (LOTE) in Spanish. Information and communications technologies are integrated across the curriculum. A range of additional activities including interschool sport, camps, literacy support programs and curriculum related excursions and incursions provide further opportunities to enhance the student experience. To support students' engagement and wellbeing, a Promoting Alternative Thinking Strategies (PATHS) program aimed at improving the social and emotional wellbeing of students has been implemented across all year levels with a social skills group also supported by a psychologist. Extra support is provided through the services of a School Chaplain.</p> <p>Fitzroy Primary School was reviewed in 2014 and began to implement its 2015–18 School Strategic Plan (SSP) in 2015. Based on threshold data from 2014, the school was identified for a priority review that was implemented in 2016. This Strategic Plan is the result of that review.</p>	<p>The 2016 Priority Review identified the following areas for improvement;</p> <ul style="list-style-type: none"> Establishing shared agreements across the whole staff for the teaching of reading. Reducing variance through embedding non-negotiable expectations related to teaching and learning practices. Building staff understanding of the role of evidence-based practice in teaching to the point of need, assessment moderation and data literacy in monitoring student learning growth. Establishing effective and powerful shared instructional leadership, with capacity to monitor performance, give accurate and regular feedback to staff and provide for strong accountability. Increasing student voice in school decision-making, in taking responsibility for learning and providing feedback to teachers and leaders. Embedding school as a safe and secure learning environment Increasing parent engagement in student learning

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)
Ensuring learning success for all students particularly in Literacy and Numeracy.	<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> <i>Building practice excellence</i> <i>Evidence-based high impact teaching strategies</i> 	<p>To develop a Teaching and Learning model that is based on high-impact strategies consistently implemented by all staff</p> <p>To develop consistent high quality practice in teaching and learning in literacy with a focus on reading.</p> <p>To develop consistent high quality practice in teaching and learning with a focus on numeracy .</p>	<p>NAPLAN (NUMERACY) YEAR 3: 30% of students are in the top two bands YEAR 5: 25 % of students are in the top two bands</p> <p>NAPLAN (READING) YEAR 3: 35% of students are in the top two bands YEAR 5: 30% of students are in the top two bands</p> <p>NAPLAN(WRITING) YEAR 3: 45% of Students are in the top two bands YEAR 5 20% of students are in the top two bands</p> <p>MEASUREMENTS IN: On Demand Testing in Reading, Writing and Numeracy) Each student to make a minimum of one year's growth with 20% making at least 1.2 years growth</p> <p>TEACHER JUDGEMENT: REPORTS : READING AND VIEWING: 25% of students achieving an A or B WRITING: 20% of students achieving an A or B NUMERACY: NUMBER AND ALGEBRA : 25% of students achieving an A or B</p>
Creating an environment where learning can flourish.	<p>Positive climate for learning.</p> <ul style="list-style-type: none"> Setting expectations and promoting inclusion. 	<p>To adopt the principles of the School Wide Positive Behaviour framework ad begin implementation in 2017.</p> <p>To build the capacity of staff to consistently implement the School Wide Positive Behaviour framework.</p>	<p>ATTITUDES TO SCHOOL SURVEY: <i>STIMULATING LEARNING: Maintain at least 90%</i> <i>MOTIVATION AND INTEREST : Maintain at least 90%</i> <i>CLASSROOM BEHAVIOUR: Achieve at least 90%</i> PARENT OPINION SURVEY: <i>SCHOOL CONNECTEDNESS: Achieve in the third quartile</i> <i>SOCAIL SKILLS: Achieve in the third quartile</i> <i>STUDENTS SAFETY; Achieve in the third quartile</i> STAFF OPINION SURVEY <i>ACADEMIC EMPHASIS: Achieve in the third quartile</i> <i>COLLECTIVE FOCUYS ON STUDENT LEARNING: Achieve in the third quartile</i></p>

<p>Enhancing community relationships and confidence in the school.</p> <p>Enhancing the school's physical environment and profile within the wider community.</p>	<p>Community engagement in learning</p> <ul style="list-style-type: none"> • Building communities • Parents and carers as partners 	<p>To review and develop the schools relationship's with its families and the broader community.</p>	<p><i>Over the life of the plan the school will develop a survey that tracks parent confidence and support for the school.</i></p> <p><i>Over the life of the plan the school will develop a survey that tracks student confidence and support for the school.</i></p> <p><i>Improvement in student and parent perception of the school from 2016.</i></p>
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