

The unrelenting pursuit of educational excellence:

A deliberate approach to school improvement at Fitzroy North Primary School



Acknowledgement of Country



Rock Paper Scissors

University of New Mexico, Albuquerque



Learning Intention

Learning about...

A journey to school improvement broken into small steps

Learning to...

Think critically about your own school context

Consider the small steps that can contribute to school improvement

Learning to be...

Reflective – reflect and celebrate the journey thus far

Inquirers – wonder about and question current circumstances and ponder future possibilities



Introductions



Principal

Tania Sorbello

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Assistant Principal

Joseph Dykes

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School Context 2025

- > 370 Enrolments
- > English as an Additional Language or Dialect (EALD) - 33 students
- > SFOE 0.1188
- > High Intellectual Capital – Confident and Capable Learners



School Context 2021

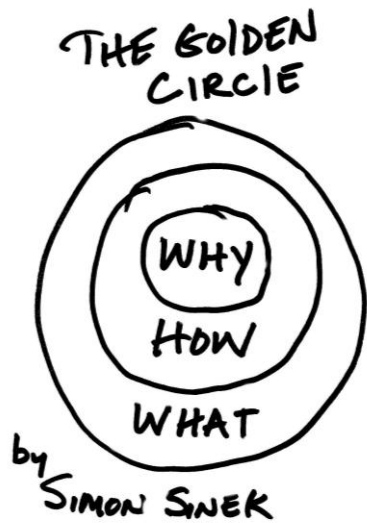
Multi-Year Trend Analysis

Fitzroy North Primary School (01149000)

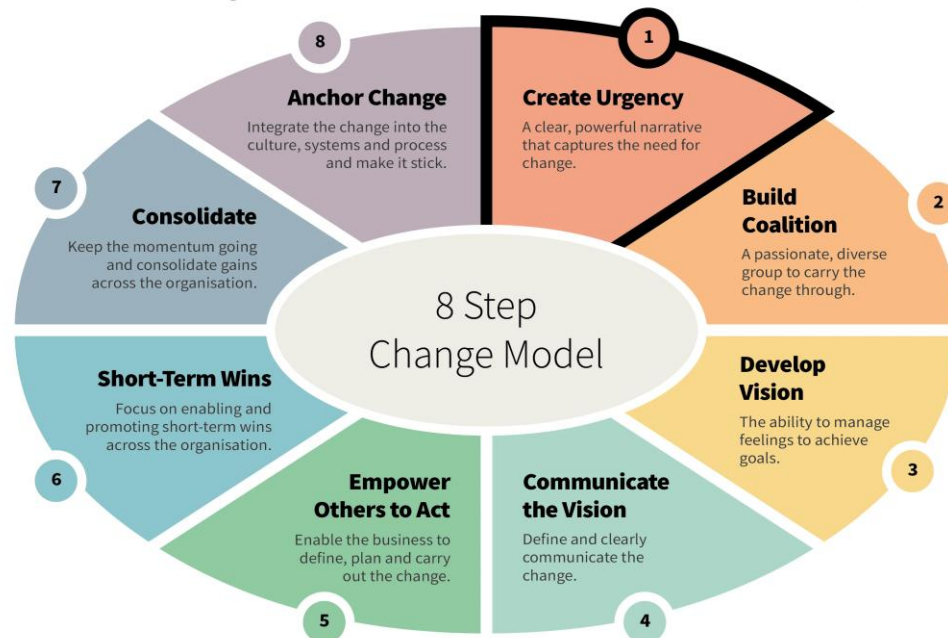
	2015	2016	2017	2018	2019	2020	2021
Enrolments							
Total Enrolments	533.00	529.00	529.60	527.40	503.00	493.00	463.00
Average Staff EFT	40.20	42.00	43.00	41.30	41.20	39.80	35.30
Credit Funds Available							
Budget	\$3,471,292	\$3,529,695	\$3,598,317	\$3,614,006	\$3,739,986	\$3,814,678	\$3,748,808
Surplus B/F from previous year	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Credit to Cash Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Cash to Credit Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Credit Funds Available	\$3,471,292	\$3,529,695	\$3,598,317	\$3,614,006	\$3,739,986	\$3,814,678	\$3,748,808
Credit Expenditure	\$3,622,718	\$3,819,667	\$4,032,852	\$4,010,640	\$4,233,683	\$4,209,729	\$3,936,520
Credit Balance	(\$151,426)	(\$289,972)	(\$434,535)	(\$396,634)	(\$493,697)	(\$395,051)	(\$187,712)
Surplus / Deficit	(\$151,426)	(\$289,972)	(\$434,535)	(\$396,634)	(\$493,697)	(\$395,051)	(\$187,712)

Strategic Change Management

Managing the change process through deliberate, research informed actions.



Kotter's 8 Step Change Model

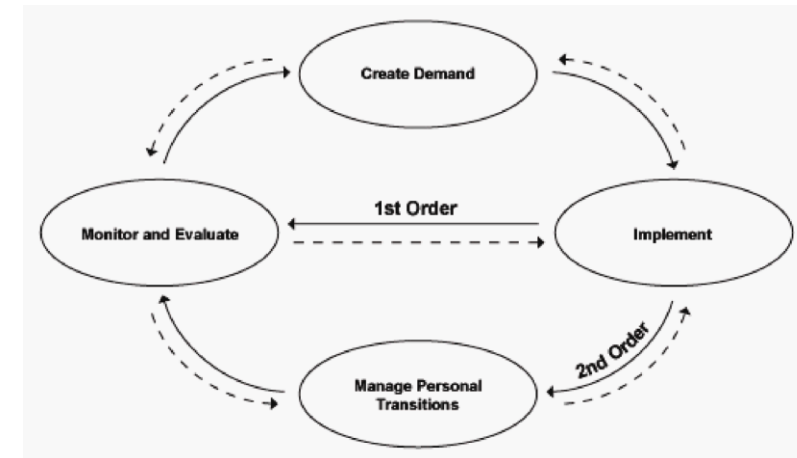


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McCrel: Four Phases of Change



School Performance Data Creating Urgency



2021 - 2024 Performance Summary

Benchmark / Relative growth

Reading

Students above benchmark growth in 2021 (%)

For students in Year 5, Reading

31%

Your school

28%

Similar schools

30%

Network

27%

State

Numeracy

Students above benchmark growth in 2021 (%)

For students in Year 5, Numeracy

16%

Your school

22%

Similar schools

23%

Network

22%

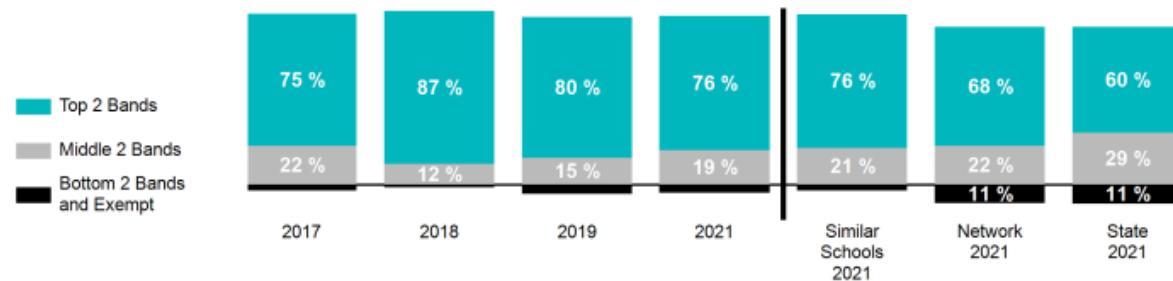
State



2021 Performance Summary : Year 3

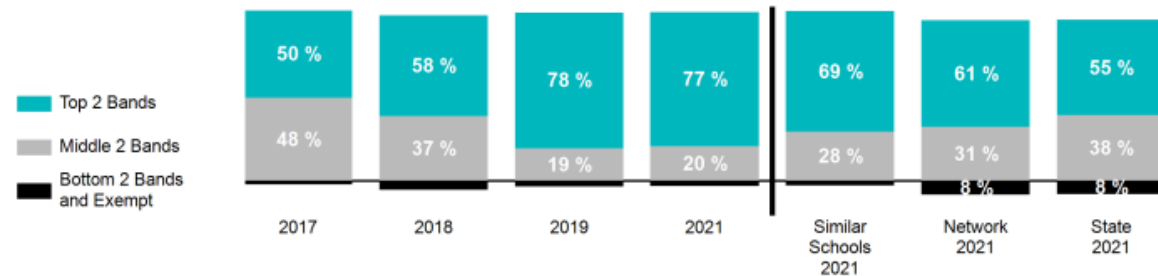
Reading

Percentage of students by NAPLAN bands



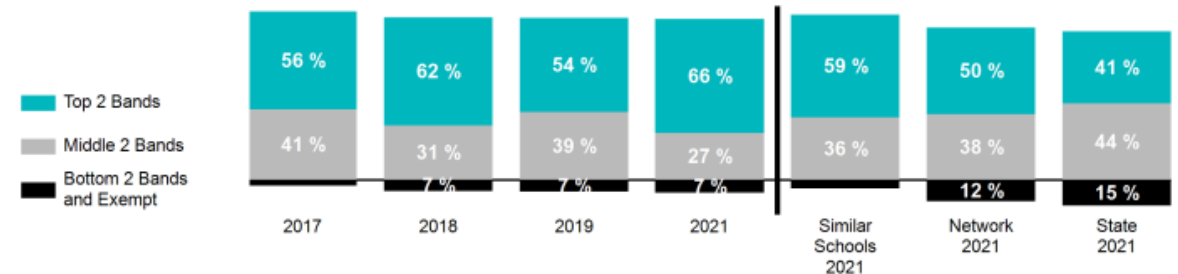
Writing

Percentage of students by NAPLAN bands



Numeracy

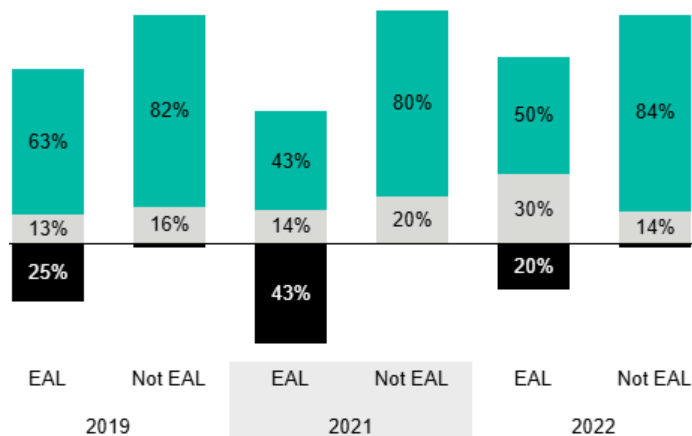
Percentage of students by NAPLAN bands



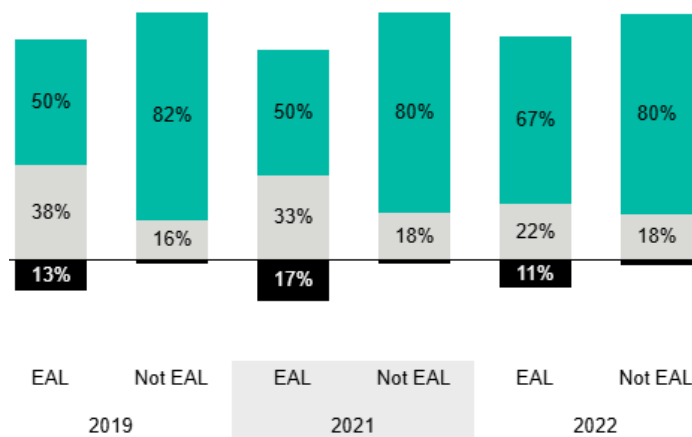
2021 Performance Summary : Year 3

Priority Cohorts

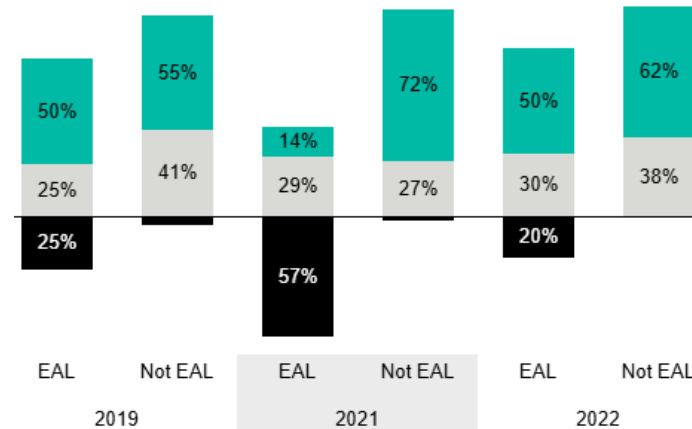
Reading



Writing



Numeracy



So, where do you start?



Take a moment



Three Priorities

1. Reset Finances
2. Identity
 - School
 - Culture
3. Improve Student Learning Outcomes
 - Build Consistency of Practice
 - Documentation
 - Professional Development
 - Professional Learning Communities



“Do the next good thing”

Buddhist Proverb



2022 Reset

School Culture and Identity

- > Declared 3.6 FTE Excess
- > Merit and Protection Board
- > Conduct
- > Began \$9m Capital Works Project



2022 Reset

Finances and Staff Development

> Department of Education

- SFMA
- Data Coach
- PLC Coach

> The Academy of Teaching and Leadership

- Leading Literacy / Numeracy / Pedagogy

> Network

- Colleagues / SEIL / EIL

> Finances

- Workforce Bridging



2022 Reset

Guaranteed and Viable Curriculum

Fitzroy North Primary School - Yearly Overview – Reading and Viewing				
Prep				
Whilst the following yearly overview introduces individual skills or concepts in specific terms, it is assumed that following initial exposure, students are provided with continuous opportunities to practise these skills and concepts for the remainder of the year.				
Students engage in a range of modelled, shared, collaborative and independent reading and viewing experiences				
Victorian Curriculum / Fountas & Pinnell	Term 1	Term 2	Term 3	Term 4
Within the Text	Locating information – Right Three Questions Using pictures to support meaning	Summarising – Sequencing Events (BME) Text to Self-Generation	Summarising – Retelling leads in order (Fiction and Non Fiction) Text to Text Connections	Summarising – Retelling in our own words Predicting (Before, During and After Reading) Questioning (asking Questions)
Beyond the Text	Getting knowledge ready (What do I already know?) Using pictures to support meaning	Predicting (Using PK) Text to Self-Generation	Text to Text Connections Predicting – Before, During and After Reading Questioning (asking Questions)	Inferring (without Illustrations) Synthesising Questioning (asking Questions)
About the Text	Text Features – Fiction Text Preferences Sharing opinions about a text (Justifying opinions) Texts written in the 1 st Person	Text Features – Non Fiction Author's Craft (bold text) Comparing and Contrasting Fiction vs Non Fiction texts Texts written in the 3 rd Person	Text Features – Non Fiction Author's Craft (links) Exploring Characters Comparing and Contrasting – text types / characters	Text Features – Non Fiction Author's Craft (bold text) Beleaguering of texts / characters
Reading Aloud	Reading independently and in Chorus Applying features of print – bold text Stress	Using punctuation to guide reading Pacing Phrasing	Applying features of print – italics Intonation Performing our reading Rate Integration	Applying features of print – text size, speech / thought bubble Performing our reading Rate Integration
Vocabulary	HFV Word Wall Word Knowledge	Morphemes (Word Families) Prefixes Suffixes	Rhyme Adjectives Synonyms	Word Relationships - Sound - Spelling Category
Phonics	Letter / Sound Relationships CVC Words VC Words	Vowels and consonants Digraphs CVC Words	Long and short vowel sounds Onset and rime Manipulating phonemes (beginning of a word) CVC Words	Manipulating phonemes (end of a word) Suffixes (plural, tense)
Solving Words	Using context to solve new words Look at the picture Get your mouth ready Stretch out all of the sounds Slide through the word	Skip and read on Go back and re-read Look for chunks Check – Does it make sense?	Using rhyme to solve new words Breaking down compound words	Revision of word solving strategies
Reading Behaviours	Directionality Return Sweep 1:1 Correspondence Tracking texts in a range of ways (Crip 1:1 pointing → sliding finger → tracking with eyes) Choosing a 'Just Right' Book Reading with fluency Follow continuous reading behaviours – WATS (Reading) **See Appendix B			
Students... listen to, read, view... and reflect on increasingly complex and sophisticated spoken and written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. * Victorian Curriculum				

Fitzroy North Primary School - Yearly Overview – Writing				
*Students create a range of spoken, written and multimodal texts that entertain, inform and persuade audiences. * Victorian Curriculum				
Victorian Curriculum / 6+1 Traits of Writing	Term 1	Term 2	Term 3	Term 4
Generating Ideas	Writer's Notebook Language Experiences Collecting Ideas Drawing to convey a message	Writer's Notebook Research Using prompts Mentor Texts	Using prompts Repetition / Contrast Personal Writing Feelings	Building on Familiar Texts Voice Comparisons
Shaping / Organisation	Concepts About Print Matching Picture to Text	Lists Sequencing Events	Graphic Organisers Repetition / Contrast	Plot Connecting Ideas
Sparking Voice	Students as Storytellers 1 st Person	Stating an Opinion 1 st Person	Personal Writing Feelings	Voice Comparisons
Word Choice	Word Wall – HFV	Nouns, Verbs Topic specific vocabulary	Adjectives Rhyme	Show not tell Adjectives
Sentence Fluency	Picture / Writing match Sentence starters Ordering ideas	Picture / Writing match Sentence starters Ordering ideas	Reading writing book Tense Conjunctions	Tense Conjunctions
Conventions	Making marks Mark	Punctuation – Full Stops Capitalisation	Punctuation – Full Stops question marks exclamation marks	Spelling Conventions Punctuation – Full Stops question marks exclamation marks
Presentation	Return sweep Picture / Text Orientation	Writing on the Lines Finger spacing Handwriting – Tummy Letters	Handwriting – Head letters Text Size	Handwriting – Tail Letters Creating Books
Generating Ideas	Writer's Notebook Language Experiences Collecting Ideas Graphic Organisers	Adding Detail Questions to be answered Research Expert Lists	Writer as Observer Establishing a main idea Repetition Contrast	Labeled Diagrams Building on ideas Connecting ideas
Shaping / Organisation	Text Structure – BME Writing / Illustration Match	Text Structure – BME Writing / Illustration Match	Text Structure – BME Writing / Illustration Match	Text Structure – BME Writing / Illustration Match
Sparking Voice	Students as Storytellers 1 st Person Identifying Audience	Stating an Opinion 1 st Person	Stating an Opinion 1 st Person	Stating an Opinion 1 st Person
Word Choice	Word Wall The Language of Storytelling	Topic specific vocabulary Varying word choice - synonyms	Onomatopoeia, Rhyme Adjectives	Show not tell
Sentence Fluency	Planning through drawing Matching drawing to writing Punctuation	Planning through drawing Matching drawing to writing Punctuation	Tense Noun and Verb Sentences Conjunctions Expanding on ideas	Conjunctions Expanding on ideas
Conventions	Writing on the lines Capitalisation	Picture / Text Orientation Bulleted Points	Spelling Rules (in Term 3, Morphemes, Word Families) Reading, Editing	Spelling Rules (in Term 3, Morphemes, Word Families) Reading, Editing
Generating Ideas	Writer's Notebook Collecting Ideas	Exploring through experience Exploring through research	Writer as Observer Exploring characters Exploring similarities	Building on the ideas of others
Shaping / Organisation	Graphic Organisers Text Structure – BME	Logical Progression of ideas Supporting an Opinion	Logical Progression of ideas Supporting an Opinion	Logical Progression of ideas Supporting an Opinion
Sparking Voice	Self as Writer 1 st Person 1 st Person	Audience / Purpose Dialogue 1 st Person	Tone Formal vs Informal language Telling risks Show not tell	Telling risks Show not tell
Word Choice	Figurative Language Tier 1 Words	Topic specific vocabulary Rhyme vs Meter The Language of Argument	Adjectives, Synonyms, Antonyms Rhyme vs Meter The Language of Argument	Adjectives, Synonyms, Antonyms Rhyme vs Meter The Language of Argument
Sentence Fluency	Sentence Starters	Using connectives	Compound sentences Pace	Compound sentences Pace
Conventions	Capitalisation Punctuation	Punctuation to support meaning Marking Nouns, verbs, adjectives	Grammar Rules Punctuation Marking	Grammar Rules Punctuation Marking
Presentation	Handwriting Multi-Modal Texts	Handwriting Multi-Modal Texts	Using Shape to Support Meaning Graphics to Support Meaning	Using Shape to Support Meaning Graphics to Support Meaning

Fitzroy North Primary School – Literacy Assessment Schedule						
	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5
Beginning Year Literacy Assessment	English Online Interview (Data provided by insight)					
Concepts of Print	Regular, ongoing assessment to inform teaching - Data collection - WS each term *Students continue CoP assessment until complete					
Letter ID	Regular, ongoing assessment to inform teaching - Data collection - WS each term *Students continue Letter ID assessment until complete					
High Frequency Words – M300W	Regular, ongoing assessment to inform teaching - Data collection - WS each term *Students continue HFW assessment until complete					
PM Benchmark Running Records	Suitable for students demonstrating early reading below and above instructional reading level uploaded by the end of W7 each term					
NAPLAN (Literacy)			NAPLAN - Annually in May Year 3		NAPLAN - Annually in May Year 5	
Essential Assessments - Reading & Writing	Essential Assessments Reading and Writing Pre Assessment T1W5, T3W5 (Formative) Post Assessment T2W6, T4W6 (Formative and Summative)					
On Demand Reading	On Demand - Reading Uploaded by T2W7 and T5W7 Students working at or above Level 2.5 Assign differentiated tests based on student's level					
Formative (ongoing assessment)	Ongoing assessment, all year, as needed Anecdotal notes from Focus Groups, Conferencing, Literacy COPPA .					
Writing Moderation	Terms 1 & 3 - P-C Selected Prompt and Moderation - WP Terms 2 & 4 - Whole School Selected Prompt and Moderation - WS					

Fitzroy North Primary School - Yearly Overview – Numeracy																
Foundation																
Number warm-up focus																
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	TERM 7	TERM 8	TERM 9	TERM 10	TERM 11	TERM 12	TERM 13	TERM 14	TERM 15	TERM 16	TERM 17
Curriculum Strand & Content Focus																
Start Up	1.1 Understanding Language and Process of Counting 1.2 Understanding Language and Process of Counting 1.3 Understanding Language and Process of Counting	1.4 Understanding Language and Process of Counting 1.5 Understanding Language and Process of Counting 1.6 Understanding Language and Process of Counting	1.7 Understanding Language and Process of Counting 1.8 Understanding Language and Process of Counting 1.9 Understanding Language and Process of Counting	1.10 Understanding Language and Process of Counting 1.11 Understanding Language and Process of Counting 1.12 Understanding Language and Process of Counting	1.13 Understanding Language and Process of Counting 1.14 Understanding Language and Process of Counting 1.15 Understanding Language and Process of Counting	1.16 Understanding Language and Process of Counting 1.17 Understanding Language and Process of Counting 1.18 Understanding Language and Process of Counting	1.19 Understanding Language and Process of Counting 1.20 Understanding Language and Process of Counting 1.21 Understanding Language and Process of Counting	1.22 Understanding Language and Process of Counting 1.23 Understanding Language and Process of Counting 1.24 Understanding Language and Process of Counting	1.25 Understanding Language and Process of Counting 1.26 Understanding Language and Process of Counting 1.27 Understanding Language and Process of Counting	1.28 Understanding Language and Process of Counting 1.29 Understanding Language and Process of Counting 1.30 Understanding Language and Process of Counting	1.31 Understanding Language and Process of Counting 1.32 Understanding Language and Process of Counting 1.33 Understanding Language and Process of Counting	1.34 Understanding Language and Process of Counting 1.35 Understanding Language and Process of Counting 1.36 Understanding Language and Process of Counting	1.37 Understanding Language and Process of Counting 1.38 Understanding Language and Process of Counting 1.39 Understanding Language and Process of Counting	1.40 Understanding Language and Process of Counting 1.41 Understanding Language and Process of Counting 1.42 Understanding Language and Process of Counting	1.43 Understanding Language and Process of Counting 1.44 Understanding Language and Process of Counting 1.45 Understanding Language and Process of Counting	1.46 Understanding Language and Process of Counting 1.47 Understanding Language and Process of Counting 1.48 Understanding Language and Process of Counting
Number warm-up focus																
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	TERM 7	TERM 8	TERM 9	TERM 10	TERM 11	TERM 12	TERM 13	TERM 14	TERM 15	TERM 16	TERM 17
1.1 Understanding Language and Process of Counting 1.2 Understanding Language and Process of Counting 1.3 Understanding Language and Process of Counting	1.4 Understanding Language and Process of Counting 1.5 Understanding Language and Process of Counting 1.6 Understanding Language and Process of Counting	1.7 Understanding Language and Process of Counting 1.8 Understanding Language and Process of Counting 1.9 Understanding Language and Process of Counting	1.10 Understanding Language and Process of Counting 1.11 Understanding Language and Process of Counting 1.12 Understanding Language and Process of Counting	1.13 Understanding Language and Process of Counting 1.14 Understanding Language and Process of Counting 1.15 Understanding Language and Process of Counting	1.16 Understanding Language and Process of Counting 1.17 Understanding Language and Process of Counting 1.18 Understanding Language and Process of Counting	1.19 Understanding Language and Process of Counting 1.20 Understanding Language and Process of Counting 1.21 Understanding Language and Process of Counting	1.22 Understanding Language and Process of Counting 1.23 Understanding Language and Process of Counting 1.24 Understanding Language and Process of Counting	1.25 Understanding Language and Process of Counting 1.26 Understanding Language and Process of Counting 1.27 Understanding Language and Process of Counting	1.28 Understanding Language and Process of Counting 1.29 Understanding Language and Process of Counting 1.30 Understanding Language and Process of Counting	1.31 Understanding Language and Process of Counting 1.32 Understanding Language and Process of Counting 1.33 Understanding Language and Process of Counting	1.34 Understanding Language and Process of Counting 1.35 Understanding Language and Process of Counting 1.36 Understanding Language and Process of Counting	1.37 Understanding Language and Process of Counting 1.38 Understanding Language and Process of Counting 1.39 Understanding Language and Process of Counting	1.40 Understanding Language and Process of Counting 1.41 Understanding Language and Process of Counting 1.42 Understanding Language and Process of Counting	1.43 Understanding Language and Process of Counting 1.44 Understanding Language and Process of Counting 1.45 Understanding Language and Process of Counting	1.46 Understanding Language and Process of Counting 1.47 Understanding Language and Process of Counting 1.48 Understanding Language and Process of Counting	1.49 Understanding Language and Process of Counting 1.50 Understanding Language and Process of Counting 1.51 Understanding Language and Process of Counting

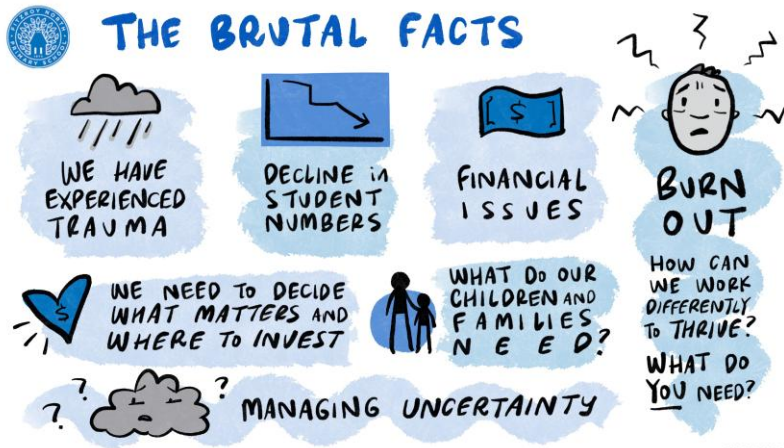
Take a moment



2023

Finance, Culture and Identity

- > School narrative
- > International Baccalaureate – Primary Years Program
- > Recruited Learning Specialist and Leading Teacher
- > SRP Surplus



2023

Finance, Culture and Identity



WHERE DO WE WANT TO BE?

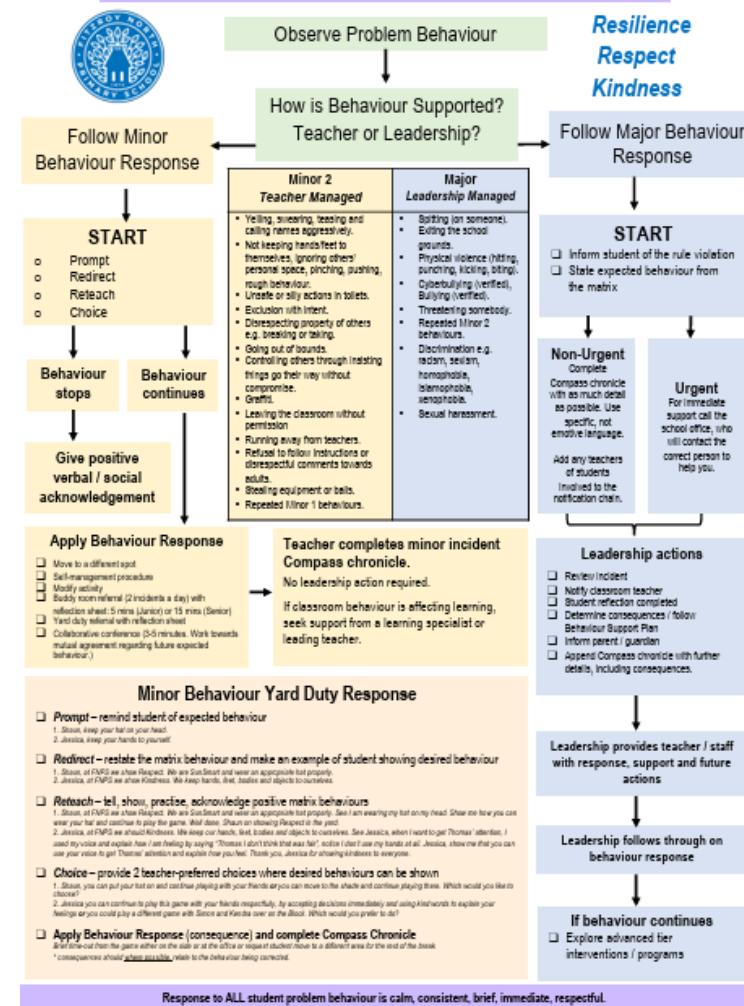


JESSICA GEE 2013

Feb 2024

BEHAVIOUR FOLLOW UP CHART

Feb 2024



2023

Curriculum

- > Continuing to upskill staff through PD
- > Professional Learning Communities
- > Mathematics Pedagogy (Education Improvement Leader)
- > Increase expectations around collaboration and planning
- > Restorative Practices Professional Development
- > Whole school planning documentation developed



2024

Finance, Culture and Identity

- > Second Learning Specialist
- > Dedicated Intervention Teacher
- > Second year of SRP Surplus
- > Renewed energy in staffing profile
- > Extended Commitment to PD / PL
- > Completion of Building Project



2024

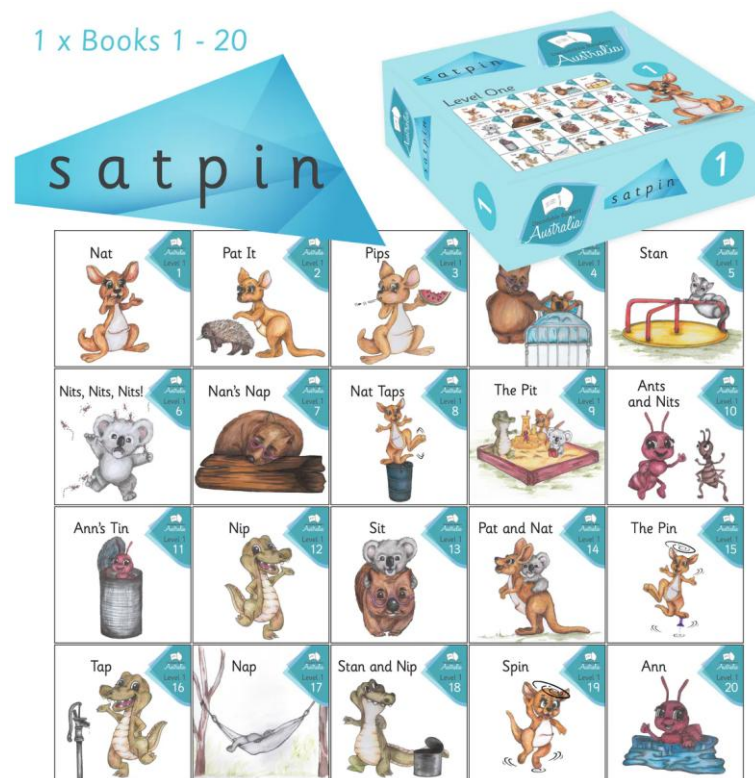
Guaranteed and Viable Curriculum



Fitzroy North Primary School English Overview 2025

Foundation											
By the end of the year, students engage in a range of modelled, shared, collaborative and independent reading, writing, speaking and listening experiences.											
Whilst content areas receive targeted instruction at specific times, following initial exposure, students will be provided with continuous opportunities to practice these learnings for the remainder of the year.											
Achievement Standard: Reading			Achievement Standard: Writing				Achievement Standard: Speaking and Listening				
"When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonics knowledge. They blend, segment and manipulate phonemes in one-syllable words, and use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words. They read some high-frequency words and identify boundary punctuation. When deconstructing understanding of texts, students identify and make connections between characters, settings and events and their own beliefs and thoughts. They identify how type of text, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning."			"When creating and sharing short texts, students select stories and report information, using familiar words and images where appropriate. They share in simple editing processes. They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their own learning. They form letters and spell most consonant-vowel-consonant (CVC) words."				"When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts. They share thoughts and preferences. When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of texts."				
Term 1											
PPP	Who We Are										
Week	1	2	3	4	5	6	7	8	9	10	11
Reading	Phonics	Introduction of Level 1 phonemes and graphemes: a, n, i, p, l, n		Daily review of Level 1 phonemes and graphemes: Blending and Segmenting - VC, CVC, CCVC		Introduction of Level 2 phonemes and graphemes: ch, s, g, p		Revision			
	Phonological Awareness	Rhythm and Rhyme		Establishing a Word Wall		Spelling and Morphology: Plurals vs		Revision			
	Vocabulary	Establishing a Word Wall		Word Meanings		Reading Aloud: Independently and in chorus		Revision			
	Fluency	Text Features: Front Cover, Back Cover, Letter, Word		Getting Knowledge Ready: What do I already know?		Questioning: Right There Questions		Text Preferences: Sharing Opinions			
	Comprehension	Text Features: Front Cover, Back Cover, Letter, Word		Getting Knowledge Ready: What do I already know?		Questioning: Right There Questions		Text Preferences: Sharing Opinions			
Writing	Generating Ideas	Respectful Beginnings		Writing's Notebook: Initial Experiences		Recounting Events		Revision			
	Shaping / Organisation	Establishing norms, expectations, strategies)		Nothing Concepts About Print: Letters / Words, Directionality, Letter Sequence		Old Storytelling / Recounts: Drawing a Story, Memory		Matching Pictures to Text			
	Spelling Voice	Establishing norms, expectations, strategies)		Drawing as Writing		Word Wall - High Frequency Words		Matching Pictures to Text			
	Word Choice	Establishing norms, expectations, strategies)		Making Marks		Strings of Letters		Creating Words: VC / CVC Words			
	Presentation	Establishing norms, expectations, strategies)		Picture Orientation		Picture / Text Orientation		Picture / Sound			
Speaking and Listening (Oral Language)	Language for Interaction	Expressing Ideas and Opinions		The Language of Meeting Needs		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Revision			
	Expressing Ideas and Opinions	Expressing Ideas and Opinions		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Revision			
	Listening	Expressing Ideas and Opinions		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Revision			
	Situational and Socio-Cultural Language	Expressing Ideas and Opinions		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Revision			
	Audience and Purpose	Expressing Ideas and Opinions		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Revision			
Term 2											
PPP	How the World Works										
Week	1	2	3	4	5	6	7	8	9	10	11
Reading	Phonics	Introduction of Level 2 phonemes and graphemes: a, n, i, p, l, n		Daily review of Level 1 and 2 phonemes and graphemes		Introduction of Level 2 High Frequency Words: I, to, do, for, go, he, has, was, one, off, you, you, want, from, that, this, what, best		Introduce multifunctional words for capable students as critical student			
	Phonological Awareness	Introduction of Level 2 phonemes and graphemes: a, n, i, p, l, n		Daily review of Level 1 and 2 phonemes and graphemes		Introduction of Level 2 High Frequency Words: I, to, do, for, go, he, has, was, one, off, you, you, want, from, that, this, what, best		Introduce multifunctional words for capable students as critical student			
	Vocabulary	Introduction of Level 2 phonemes and graphemes: a, n, i, p, l, n		Daily review of Level 1 and 2 phonemes and graphemes		Introduction of Level 2 High Frequency Words: I, to, do, for, go, he, has, was, one, off, you, you, want, from, that, this, what, best		Introduce multifunctional words for capable students as critical student			
	Fluency	Introduction of Level 2 phonemes and graphemes: a, n, i, p, l, n		Daily review of Level 1 and 2 phonemes and graphemes		Introduction of Level 2 High Frequency Words: I, to, do, for, go, he, has, was, one, off, you, you, want, from, that, this, what, best		Introduce multifunctional words for capable students as critical student			
	Comprehension	Introduction of Level 2 phonemes and graphemes: a, n, i, p, l, n		Daily review of Level 1 and 2 phonemes and graphemes		Introduction of Level 2 High Frequency Words: I, to, do, for, go, he, has, was, one, off, you, you, want, from, that, this, what, best		Introduce multifunctional words for capable students as critical student			
Writing	Generating Ideas	Respectful Beginnings		Writing's Notebook: Language Experiences		Recounting Events		Revision			
	Shaping / Organisation	Establishing norms, expectations, strategies)		Nothing Concepts About Print: Letters / Words, Directionality, Letter Sequence		Old Storytelling / Recounts: Drawing a Story, Memory		Matching Pictures to Text			
	Spelling Voice	Establishing norms, expectations, strategies)		Drawing as Writing		Word Wall - High Frequency Words		Matching Pictures to Text			
	Word Choice	Establishing norms, expectations, strategies)		Making Marks		Strings of Letters		Creating Words: VC / CVC Words			
	Presentation	Establishing norms, expectations, strategies)		Picture Orientation		Picture / Text Orientation		Picture / Sound			
Speaking and Listening (Oral Language)	Language for Interaction	Expressing Ideas and Opinions		The Language of Meeting Needs		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Revision			
	Expressing Ideas and Opinions	Expressing Ideas and Opinions		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Revision			
	Listening	Expressing Ideas and Opinions		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Revision			
	Situational and Socio-Cultural Language	Expressing Ideas and Opinions		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Revision			
	Audience and Purpose	Expressing Ideas and Opinions		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Expressing Opinions Through Words and Gestures: Likes / Dislikes		Revision			

1 x Books 1 - 20



2024

Guaranteed and Viable Curriculum

Fitzroy North Primary School Mathematics Overview 2025

Primary Years Programme Trans Themes				
How We Express Ourselves (HWEEO)	How We Organise Ourselves (HWOEO)	Who We Are (WWA)	Where We Are in Place and Time (WWA/PAT)	How The World Works (HTWW)
				Sharing The Planet (STP)

Utilising the [Mathematics 2.0 Continuum of Learning](#) to plan for the teaching and learning of Mathematics.

Foundation					
Big Idea: Counting - Connecting Numbers with Names, Numerals, Objects / Trusting the Count					
Whilst content areas receive targeted instruction at specific times, following initial exposure, students will be provided with continuous opportunities to practise these learnings for the remainder of the year.					
Other Considerations <ul style="list-style-type: none"> Location and transformation (Describe position and movement) Developing Everyday language of time Concepts to be linked to prior learning throughout the year Money Play 		Pedagogy <ul style="list-style-type: none"> Sequential experiences that develop the four proficiencies: <ul style="list-style-type: none"> Understanding, Fluency, Problem Solving and Reasoning Number Talks 			
Number	Algebra	Measurement	Space	Statistics	Probability (Level 3 onwards)
Place Value Money and Financial Maths Addition and Subtraction Multiplication and Division	Patterns	Duration and Time Mass Capacity Length	Shape Position and Location	Data	NA

Semester One				Semester Two			
Term	PYP Fac	Week		Term	PYP Fac	Week	
Term 1	Who We Are	1	Respectful Beginnings (re-establishing norms, expectations, revising strategies)	Term 3	How We Express Ourselves	1	Respectful Beginnings (re-establishing norms, expectations, revising strategies)
		2				2	Number Multiplication and Division
		3				3	Measurement Capacity Informal units
		4	Number Counting			4	Sharing
		5	Place Value			5	
		6				6	Number Counting Place Value
		7				7	Measurement Mass Informal units
		8				8	
		9				9	Number Money and Financial Mathematics
		10				10	
		11	Revision			11	Revision
Term 2	How The World Works	1	Respectful Beginnings (re-establishing norms, expectations, revising strategies)	Term 4	Sharing The Planet	1	Respectful Beginnings (re-establishing norms, expectations, revising strategies)
		2	Algebra Patterns			2	Number Revision Place Value
		3	Measurement Length Informal units			3	Space Position and Location
		4				4	Counting
		5	Number Addition and Subtraction			5	
		6				6	Number Revision Addition and Subtraction
		7				7	Sharing
		8				8	Applied Revision as Required
		9				9	
		10	Statistics Data			10	Revision
		11	Revision			11	



Fitzroy North Primary School 2025 Assessment Schedule

Fitzroy North Primary School's vision is to develop the whole child. We strive to inspire our students to be curious, creative, socially conscious and able to think critically.

2025 FNPS ASSESSMENT SCHEDULE							
*where school wide data spreadsheet is noted in DATA COLLECTION, teachers will be responsible for uploading their data to the spreadsheet (data spreadsheets will be housed in the Assessment and Reporting folder in the 2024 FNPS drive). *where SPA is noted in DATA COLLECTION, assessment and reporting team will be responsible for SPA upload. School Wide SPA Login Details: https://portal.scapdatform.com.au/login username: your email pw: your password							
			ASSESSMENT PERIOD				
	ASSESSMENT TOOL	YEAR LEVELS	TERM ONE	TERM TWO	TERM THREE	TERM FOUR	DATA COLLECTION
LITERACY	Instructional Levels DRA /PM/ F&P	ALL	PM WEEK 8	F&P WEEK 8	PM WEEK 8	F&P WEEK 8	School Wide Data Spreadsheet/SPA
	English Online Interview	FOUNDATION – YEAR 1	Completed in Term 1 by insight cut-off date				Insight Platform
	High Frequency Words	ALL	Regular, ongoing assessment to inform teaching - Data collection – WEEK 8 each term *Students continue HFW assessment until complete				School Wide Data Spreadsheet/SPA
	Letter ID	ALL	Regular, ongoing assessment to inform teaching - Data collection – WEEK 6 each term *Students continue Letter ID assessment until complete				School Wide Data Spreadsheet



Primary Years Programme

2024

GVC / Documentation



FITZROY NORTH PRIMARY SCHOOL Term 2 Calendar 2025

Monday 22-Apr-25	Tuesday 23-Apr-25	Wednesday 24-Apr-25	Thursday 25-Apr-25	Friday 26-Apr-25
Carver Monday	Earth Day	Executive Meeting 2:30pm Whole School - Eucaly		ANZAC Day Public Holiday
28-Apr-25	29-Apr-25	Making the PYP Happen	8-May-25 Making the PYP Happen	8-May-25
Whole Staff - GVC & Childcare	Real Schools - New Staff	SIT Meeting 2:30pm PLC Meeting	FNPS CROSS COUNTRY GR4-6 9.15.11.00	Grade 5 Aboriginal Walk Discussion
8-May-25	8-May-25 AGM Room	8-May-25	8-May-25 Consultative Committee	8-May-25 Community Engagement Room
	Autism Class Visits	Executive Meeting 2:30pm CAT	Grade 5/6 MSO Excursion Jude to go	
PLC	13-May-25	14-May-25	14-May-25	14-May-25
13-May-25	Finance Room Summit Camp 5/6	Summit Camp 5/6		Policy/Consultation Room
Summit Camp 5/6		SIT Meeting 2:30pm PLC Meeting		Educational Support Staff Day
PYP - UHMA Pre Planning	20-May-25	20-May-25	20-May-25	20-May-25
20-May-25	20-May-25	20-May-25	20-May-25	20-May-25
		National Indigenous Languages Week Executive Meeting 2:30pm PLC Meeting Prospective Parents Information Session 9-7:30pm	District Cross-Country 12.00-3.30	
PD - Behaviour Support	Real Schools - New Staff	26-May-25	26-May-25	26-May-25
26-May-25	27-May-25	Wear It Yellow Day	Consultative Committee	Little Long Walk
National Sorry Day		SIT Meeting 2:30pm Writing Moderation School Council Room		Assembly 3pm
Supporting PG - Maths and Geography	6-Jun-25	6-Jun-25	6-Jun-25	6-Jun-25
	Division Cross-Country 4,5,6's		Little Long Walk	
CAT	16-Jun-25	16-Jun-25	16-Jun-25	16-Jun-25
16-Jun-25	AGM Room	16-Jun-25	16-Jun-25	16-Jun-25
King's Birthday Public Holiday		SIT Meeting 2:30pm GVC PD		Assembly 3pm
18-Jun-25	18-Jun-25	18-Jun-25	18-Jun-25	18-Jun-25
	Finance Room	SIT Meeting	Regional Cross Country	Gala Day 5/6 9.15-1.30
		Executive Meeting 2:30pm PLC Meeting		
Buddy Brawl Breakfast	Real Schools - New Staff	23-Jun-25	23-Jun-25	23-Jun-25
23-Jun-25	23-Jun-25	23-Jun-25	23-Jun-25	23-Jun-25
Planning Week		Open Morning Celebration 9:00		
		SIT Meeting 2:30pm NCCS Data		
School Review		School Council Room		Assembly 3pm
30-Jun-25	30-Jun-25	30-Jun-25	30-Jun-25	30-Jun-25
Planning Week		Carlton FC visit 5/6's all day	Consultative Committee	
		Executive Meeting 2:30pm PLC Celebration		Assembly 1.45pm Last Day of Term 2.30 Finish
PD - PYP				

Primary Years Programme

Transdisciplinary Themes

Who We Are

The nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Where We Are in Place and Time

Personal histories, homes and journeys; the discoveries, explorations and migrations of humankind.

How the World Works

The interaction between the natural world (physical and biological) and human societies.

How We Organise Ourselves

The interconnectedness of human-made systems and communities.

How We Express Ourselves

The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. The ways in which we reflect on, extend and enjoy our creativity.

Sharing the Planet

The rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them.

Primary Years Programme

Learner Profile Attributes

Knowledgeable

I remember and understand what I have learnt and how I can use this in my own life.

Open-Minded

I appreciate my culture and the views, values and traditions of other individuals and cultures.

Communicator

I can share and receive ideas in more than one way.

Inquirer

I am curious. I ask questions and I love to learn.

Courageous

I am brave and courageous. I explore new ideas and strategies.

Thinker

I apply my thinking skills critically and creatively to make good choices and solve hard problems.

Caring

I show sensitivity towards the needs and feelings of others.

Principled

I am honest, fair, respectful and responsible.

Balanced

I can take care of my mind, body and feelings.

Reflective


I think about my learning, my strengths and my weaknesses to help me improve.

Primary Years Programme

Key Concepts

RESPONSIBILITY	PERSPECTIVE	REFLECTION	CHANGE
What is our responsibility?	What are the points of view?	How do we know?	How is it changing?
People make choices based on their understanding and the actions they take as a result do make a difference.	Different ways of looking at information. This leads to different interpretations, understandings and findings.	There are different ways of knowing. It is important to look at our conclusions and think about the reasoning and evidence we have used.	Everything is always in a state of transformation from one state to another. This happens to everything and everyone.
FUNCTION	CONNECTION	CAUSATION	FORM
How does it work?	What is the link to other things?	Why is it like it is?	What is it like?
Everything has a purpose, a role or a way of behaving that can be investigated.	The universe is a collection of systems made of individual parts that work with and effect each other.	Things do not just happen. There are always reasons behind events. This is cause and effect.	Everything has features or characteristics that can be observed, identified, described and categorised.

Term Planning Documents

 FITZROY NORTH PRIMARY SCHOOL TERM PLANNING DOCUMENT KINDNESS RESILIENCE RESPECT					
Vic Curric Level:	SIX	Year:	2024	Term:	TWO
Inquiry Focus:	Where we are in place and time				

OUR STUDENTS What do we know about our students? What are their interests? What do they need this term? (to be completed before planning day and continually updated and used to promote engagement)	
STUDENT INTERESTS:	STUDENT NEEDS:

Mathematics - Number & Algebra	Mathematics - (applied)	Reading & Viewing
Writing	Science	Respectful Relationships



Team Planning Documents



WEEK ONE

Meeting agendas will be housed on the drive in [FNPS -> TEAMS -> Specific Teaching Team -> Term](#)

Meeting agenda will be shared with the team the day before the meeting occurs.

If an item is actionable e.g. a professional reading, data analysis - team leader will let the team know the week prior to ensure enough time to complete OR provide time in the meeting.

Team members are responsible for reading the agenda, coming prepared with questions. Team members are responsible for adding items to the agenda if necessary.

Planning will be complete by Friday.

Attendees	Apologies:
Chair:	Minutes:
Critical Friend:	Timekeeper:

Protocols
<p>Teams develop protocols at the beginning of the year through the lens of the PYP learner profile.</p> <ul style="list-style-type: none">Inquirers -Knowledgeable -Thinkers -Communicators -Principled -Open-minded -Caring -Risk takers -Balanced -Reflective -



Teacher Weekly Program

6HK Week Four, Term Two

Teacher weekly programs will be housed on the drive in **FNPS -> TEAMS -> Specific Teaching Team -> Classname -> Term**

Teacher weekly programs will be uploaded to the drive each Monday.

Collaborative Planning Sessions need to be included.

Any subject related to the Unit of Inquiry, needs to be stated. For example: Reading - UOI

	9:00- 10:00	10:00- 11:10	Recess 11:10- 11:50	11:50-12:50	12:50-1:50	Lunch 1:50-2:50	2.30 – 3.30
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Meetings/Events/Follow Up:							



PYP Unit of Inquiry Planner

Name convention: YEAR (2024), Transtheme (STP), Year Level (6)

OVERVIEW

Grade/Year level:		Collaborative teaching team:	
Date:		Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)	



Transdisciplinary theme

Type Transdisciplinary theme here and use **BOLD** to indicate which parts of the transdisciplinary theme the unit of inquiry will focus on. The trans themes are quite lengthy, only select what is relevant to this unit of inquiry. This can be taken directly from the Programme of Inquiry to ensure all elements of all trans themes are covered from Prep to Grade 6.

Which parts of the transdisciplinary theme will the unit of inquiry focus on?



Central idea

Type the central idea below. This can be taken directly from the Programme of Inquiry, kept the same or adapted for this cohort of learners. The central idea is the understanding you would like learners to have at the end of the unit. It should be written in child friendly language, should not contain the 'answer', or any bias. The central idea will continually be revisited across the unit of inquiry, to show how students' understanding has developed as their learning has taken place.

Does the central idea invite inquiry and support students' conceptual understandings of the transdisciplinary theme?



Lines of inquiry

An inquiry into....

What are the lines of inquiry that will:

- clarify and develop understanding of the central idea?
- define the scope of the inquiry and help to focus learning and teaching?

Maintain only two or three lines of inquiry to focus the unit. These can be narrow and specific, they help teachers and students to know which content will be taught. The curriculum links can support this and can be added to this text box also.



PLC cycle template

FNPS 2024
PLC - Cycle #



Weekly Minutes		
Goals of the PLC: <ul style="list-style-type: none"> Challenge the status quo Communicate a vision Create structure for change Build trust Empower instructional leaders Monitor impact Celebrate success 	Protocols: <ul style="list-style-type: none"> 	Norms: <ul style="list-style-type: none">
Meeting # - Term X, Week X - DATE		Stage: Evaluate and Diagnose
Facilitator: Minutes: Time Keeper: Critical Friend: Apologies:	Meeting Objective:	Future Actions & Considerations:
Meeting # - Term X, Week X - DATE		Stage: Evaluate and Diagnose
Facilitator: Minutes: Time Keeper: Critical Friend: Apologies:	Meeting Objective:	Future Actions & Considerations:



PLC Cycle Template

FNPS 2024

PLC - Cycle #



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Individual Education Plan



INDIVIDUAL EDUCATION PLAN | Fitzroy North Primary School

Student name:				Year Level:		Date of Plan:		Classroom Teacher:	
Long Term Goal/s									
<i>For parents: By the end of the year, what growth would you like to see with your child? What are your expectations for your child?</i> <i>For teachers: Expectations of the child by the end of the year.</i>									
Student Goal (Reading)									
Entry Skills:	•								
Focus/Skill Curriculum link	TIME BOUND	SPECIFIC & RELEVANT					MEASURABLE		
	By when (timeframe)	(Name) will...	Action (verb)	Action (what)	Action (how)	Conditions (when, where with who)	Success criteria (what does success look like?)		
	•		•	•	•	•	•		
	School Supports / Strategies:			Evidence Collected:		Home Supports/Strategies:			
Completed SMART Goal									
Student Goal (Writing)									
Entry Skills:	•								
Focus/Skill Curriculum link	TIME BOUND	SPECIFIC & RELEVANT					MEASURABLE		
	By when (timeframe)	(Name) will...	Action (verb)	Action (what)	Action (how)	Conditions (when, where with who)	Success criteria (what does success look like?)		
	•		•	•	•	•	•		
	School Supports / Strategies:			Evidence Collected:		Home Supports/Strategies:			
Completed SMART Goal									

Completed by the classroom teacher reflecting on academic results or significant personal, social and emotional needs.



Behaviour Support Plan

Behaviour Support Plan - Fitzroy North Primary School

Student's name:		Date of plan: 07/09/24	Plan Goals: To support Student with:	
School: Fitzroy North PS	Year level: 2	Date for review: Term 4, 2024	• responding to general tasks and demands by building his capacity to manage his behaviour. • interpersonal interactions by growing his understanding of how to interact according to social rules.	
Date of birth: 05/05/16	Student ID: PET0005	SOC's referral: No		
Student Support Group (SSG) members:				
Name: Paul Timms	Name: Jake Mulmer	Name: Soreesh Afari	Name:	Name:
	Jake.Mulmer@education.vic.gov.au	Soreesh.Afari@education.vic.gov.au		
Role: Classroom Teacher	Role: Leading Teacher	Role: Assistant Principal	Role: Parent	Role: Parent

BEHAVIOURS IN NEED OF SUPPORT:

When and Where Does the Behaviour Occur	Known warning signs/ triggers of impending behaviour	Perceived Behaviour Function?	Preventative strategies and techniques (to implement in response to or in anticipation of known triggers)	Who is responsible	Review
1. Managing his behaviour throughout the school day - Pacing - Loud vocalisations - Refusing to comply as requested - Hiding out when started	• In the classroom, especially when unfamiliar teachers are in. • During break times • When routines aren't followed • When he doesn't feel his ideas are being heard	Warning Signs • Increase in movement/handling around the room. • Talking in a louder than normal voice. • Increase in "bawling", including making "whooping" sounds and shaking hands back and forth. Triggers • Changes in teacher/staff in the room. • Uncertainty about classroom. • Wanting to complete something in a different order than requested. • Noise levels being too high. • Unwanted communication (from being overstimulated).	Escape Anticipation • Informing [Student] any time a CTT/different teacher will be in the space ahead of time. Letting him know the expectations are the same. Providing CTTs and specialists with strategies and cues to anticipate. • Access to headphones/fidgets for discomfort relief. • Allowing [Student] time to express his thoughts and feelings if you observe a warning sign. • Keep an eye out for [Student] in class, reassure him that he can take a break from noise, overstimulation, etc. Response • Revisit [Student] about school expectations and safety. • Provide a first, then, next breakdown of the task with adjusted expectations (if required) • Seek to understand why [Student] is frustrated and help him to reason • Encourage [Student] to enact his Focus Plan aligned with "The Galaxy Guide to Running My Rocket".	Classroom Teacher	Term 4, 2024
2. Interacting according to social rules and norms - Refusing to interact/work with others in class when he feels his ideas aren't heard. - Aggressive outbursts if started or frustrated	• During break times • In the classroom	Warning Signs • Avoiding activity he doesn't want to do (wants to do something else, verbalises frustration). • Walks away from peers/teacher/SS and refusing to engage. • Heightened vocalisations. • Dysregulated appearance. Triggers • Unfair expectations or unexpected/unpleasant physical interaction. Interactions which require interpretations of body language. • Group work with students who are unable to compromise. • Aggressive language in requests (e.g. "seriously, please statements).	Avoiding peers Anticipation • The plan activities that require groups. Visual schedule, social stories and Focus Plan. • Clear and consistent classroom routines and expectations using simple and unambiguous language. Response • Encourage [Student] to join groups (check in with group first to ensure success); if it is a "choose your group" activity. Encourage choice and agency. • Revisit [Student] of the classroom expectations around learning and working in teams. • Encourage [Student] to enact his Focus Plan aligned with "The Galaxy Guide to Running My Rocket".	Classroom Teacher	Term 4, 2024

POSITIVE BEHAVIOUR RECOGNITION (Reinforce)

- What works to promote positive behaviour for this student?
- Adult praise and reassurance when he is doing the right thing/helping
 - Gentle reminders of tasks, instructions, etc.
 - Visual schedules, clear, predictable routines.

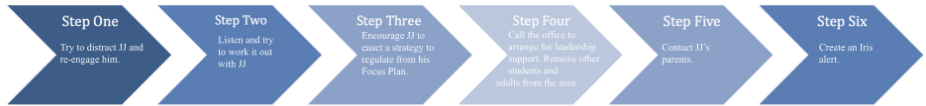
Who is responsible for providing positive behaviour recognition?

- Classroom Teacher, other staff (yard duty, leadership, etc)

RESPONSES TO BEHAVIOUR

- a. List responses
- Shouting over teacher or his peers when he isn't feeling heard
 - Refusal to follow instructions (working with others collaboratively)
 - Physical Violence (hitting, punching, kicking, biting)
 - Emotional dysregulation
- b. Who is responsible for giving consequences?
- Minor 2 – Paul Timms or classroom teacher
 - Minor 1 or 2 – Paul Timms or classroom teacher
 - Major - Leadership supported
 - Minor 1 sometimes – Paul Timms or classroom teacher
- c. When and how often are statements or approaches recorded?
- As they occur Paul will record using the Compass Chronicle Template. With repeated behaviours, Paul will escalate to a Major Behaviour and leadership will manage.
 - After ten minutes, if [Student] is still refusing to follow instructions a Minor 2 behaviour response will be applied and subsequently recorded on Compass.
 - Each occasion and recorded on Compass
 - Teacher will keep anecdotal notes for more severe situations and share this with [Student]'s Therapeutic Services team.

CRISIS PLAN: When [Student] is dysregulated and having a major behaviour follow these steps:



STUDENT'S SUPPORTIVE PEOPLE AT SCHOOL

Person 1 – Paul Timms
Person 2 – Linda Wiskane
Person 3 – Annaliese Perichon
Person 4 – Patrick Dunn

Acknowledgments

Signature: Principal (or delegate): _____ Date: _____

☐ Student consulted ☐ Parent/Carer/Guardian consulted

Date of next meeting: Term 1, 2025

Prepared for specific students by the classroom teacher with guidance from leadership team. Where possible, also including student voice.

This will be shared with parents and other key stakeholders e.g. specialists and education support staff.



Behaviour Support Matrices

Fitzroy North PS values



RESPECT



Toilets

We:

- are private and respect the privacy of others.
- use an 'inside voice'.
- use resources sustainably e.g. toilet paper and soap.
- are hygienic; we flush the toilet and wash our hands.



Playground

We:

- follow the agreed game rules.
- use resources properly.
- are SunSmart.
- stop games when we hear the line-up music.
- put our rubbish in the correct bin
- follow teacher advice and instructions without hesitation.
- return and put away equipment.
- stay inside school boundaries.
- stay outside of the hall and classrooms without an adult.



All Areas

We:

- uphold everyone's right to learn.
- actively listen.
- wait our turn to talk.
- use our manners.
- follow school and classroom routines together.
- take care of everyone's resources and property.
- clean up after ourselves.
- show gratitude.
- tell the truth.



Online

We:

- follow the school's policies for devices and their use.
- keep our personal details private.
- respect others' privacy.
- seek permission before posting information or photos.
- communicate politely.




Walk-only Areas


We:

- use an inside voice.
- take care of our belongings.
- walk safely and quietly and 'stay in our lane'.
- wait quietly and calmly.
- keep walkways clear.
- look where we are going.

Fitzroy North PS values




RESILIENCE



Toilets

We:


- use the toilet only when needed.
- use the toilets in our recess and lunch breaks, or as agreed with our teacher.
- tell an adult about anything unsafe or unclean.



Playground

We:


- try again if we fail.
- try to solve our problems first
- try new things.
- accept the umpire's decision.
- stay positive regardless of the result.
- communicate positively and politely even when we are losing.
- show sportsmanship "It's not a loss, it's a lesson!"
- are flexible when things don't go our way.



All Areas

We:


- always try our best.
- have a growth mindset "Mistakes are learning opportunities."
- have a 'can do' attitude.
- use the strategies we have learnt to solve issues.
- accept feedback.
- talk about our emotions and enact a strategy to regulate.
- think before we act (to make good and safe choices).
- complete set tasks.



Online

We:

- try to solve problems in person.
- leave any online activity that makes us feel uncomfortable or upset.
- know where and who to go to for advice or help.
- report unsafe or inappropriate behaviour to an adult.




Walk-only Areas


We:

- respond positively and immediately to reminders of expectations.
- join the end of the line and are happy with any position.
- accept that we don't need to arrive first.

Fitzroy North PS values




KINDNESS



Toilets

We:


- move to and from the bathrooms with our partner.
- wait our turn patiently.
- wait for our friend and return to class together quickly.
- keep the area tidy for the next person.



Playground

We:


- always speak-up for each other if there is a problem.
- are open to others joining our game.
- give everyone a turn.
- share the space.
- listen to others' points of view.
- find a yard duty teacher if someone needs help.
- help others if they are hurt.
- are graceful winners and losers.



All Areas

We:


- keep hands, feet, bodies and objects to ourselves.
- speak kindly to ourselves and others.
- share resources fairly.
- care for everyone.
- show empathy.
- are inclusive.
- offer help when needed.
- are willing to work with everyone.
- respect the beliefs, cultures and opinions of others.



Online

We:

- share devices fairly.
- speak to others how we would like to be spoken to.
- help others if they need it.
- use appropriate language and manners.
- only post things that are positive and constructive.
- Is it... True, Helpful, Inspiring, Necessary, Kind?
- return equipment and connect it to chargers.



Walk-only Areas

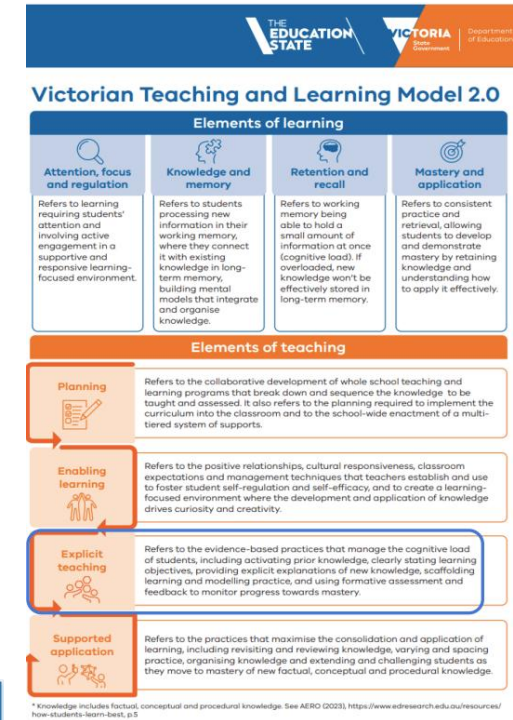
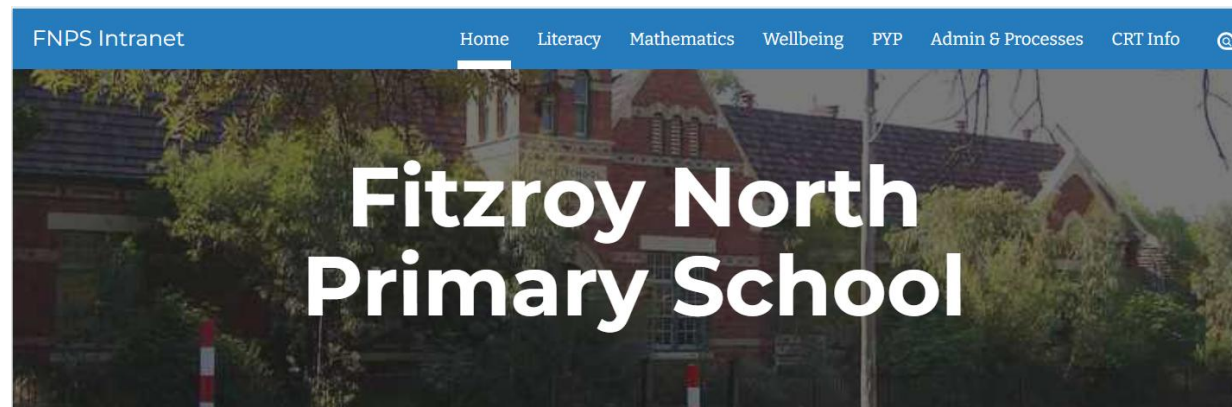
We:

- politely acknowledge others we walk past.
- include everyone in the line.
- wait for others.
- keep to the left when we walk.



2025 and beyond

- > Instructional Model Review
- > School Intranet
- > Ongoing Professional Learning (including opt-in sessions)
- > Culture of High Expectations and High Support
- > Refine PLCs
- > Communication
- > Celebration



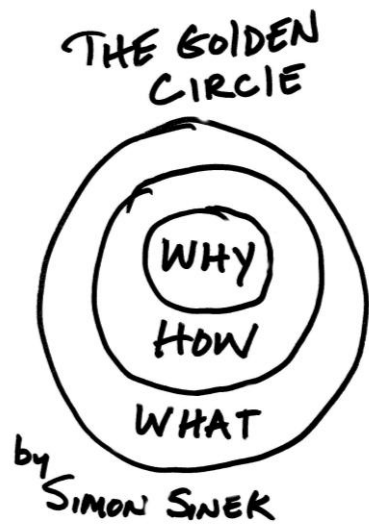
School Performance Data

Sustaining
Improvement

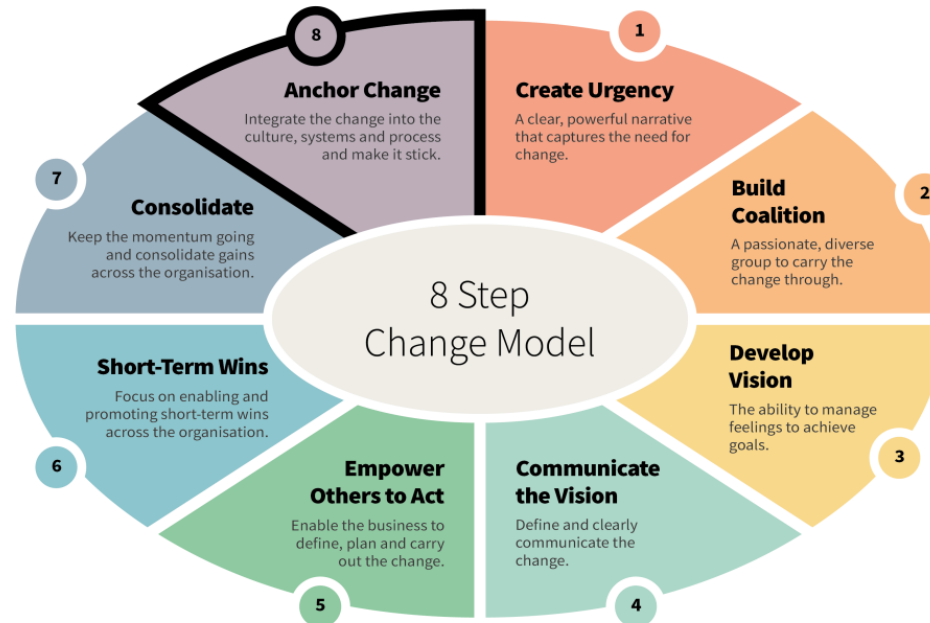


Monitoring Change Management

Managing the change process through deliberate, research informed actions.



Kotter's 8 Step Change Model

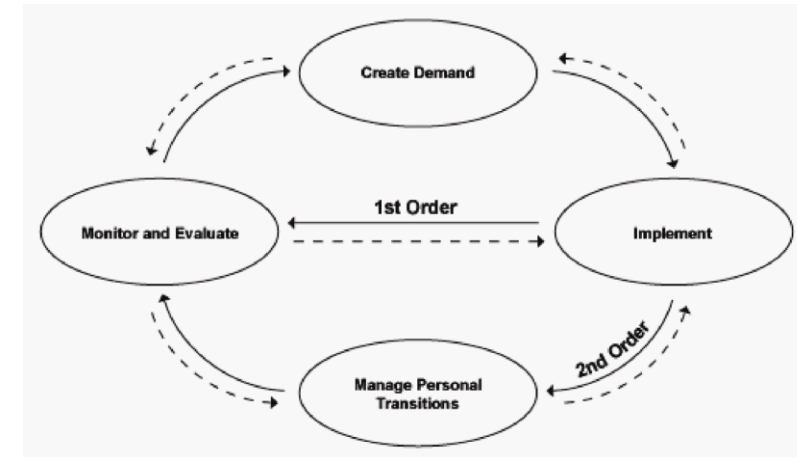


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McCrel: Four Phases of Change



2021 - 2024 Performance Summary

Benchmark / Relative growth

Reading

Students above benchmark growth in 2021 (%)

For students in Year 5, Reading

31%

Your school

28%

Similar schools

30%

Network

27%

State

High growth students in 2024 (%)

For students in Year 5, Reading

45%

Your school

30%

Similar schools

31%

Network

25%

State

Numeracy

Students above benchmark growth in 2021 (%)

For students in Year 5, Numeracy

16%

Your school

22%

Similar schools

23%

Network

22%

State

High growth students in 2024 (%)

For students in Year 5, Numeracy

33%

Your school

24%

Similar schools

25%

Network

24%

State



Key Takeaways

Be Strategic

Be Intentional

Be Courageous

Be Supportive

and above all else...



“Do the next good thing”

Buddhist Proverb



FNPS Documentation

SCAN ME



Questions



Thank You

