

School Strategic Plan 2025-2029

Footscray Primary School (0253)



Submitted for review by Jenny Briggs (School Principal) on 20 June, 2025 at 12:03 PM
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Awaiting endorsement by School Council President

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School vision	Footscray Primary School's vision is to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world. We aim to engage and extend all our learners through our core pillars of Empowerment, Equity, Inquiry and Connection.
School values	<p>We believe in Empowering all members of our FPS community – students through their interests and motivation to drive their own learning, educators as researchers and designers who understand their learners and engage in regular professional learning to develop themselves as teachers and leaders, and families who connect and partner with the school with their children's best interests at the centre of all their decisions. This pillar aligns with the Department's core value of Leadership.</p> <p>Equity is a core belief that every one of our students can achieve, and every student has the right to a rigorous and engaging education that provides them with the necessary knowledge, understandings, skills and dispositions to succeed in their education and beyond. We treat all members of our FPS community with respect and equity, with an understanding that equity takes into consideration our diverse student body and their different contexts and backgrounds. This pillar aligns with the Department's core values of Integrity, Impartiality and Human Rights.</p> <p>Inquiry is at the core of our educational philosophy, as an approach that values learner agency and autonomy. Our learners are our students, and our adult learners, who are all encouraged to engage in questioning and research that is authentic, relevant and purposeful. With an emphasis on curiosity and seeking to understand the world around them, our students and educators develop the skills to be empowered to drive their own learning and have a positive impact on their own and others' lives.</p> <p>As a diverse cohort of learners and families, FPS values Connection within and beyond our learning community. Students make connections between their learning and their own lived experiences, and across and between different learning areas. They connect the known with the new through Italian language learning and an exposure to other cultural experiences. Educators and families connect through the shared interests in our young people's achievements and learning growth. Footscray PS partners the Footscray Learning Precinct, developing connections that thread learning from Early Childhood through to university and beyond. Underlying all of these relationships is a strong belief in the importance of connecting humans, respecting others' ideas, learning other languages and cultures, all with student growth at the centre.</p> <p>Our values align to our school-wide positive behaviour expectations for all members of our school community to be Respectful, Responsible, and Kind.</p>
Context challenges	In the previous school strategic plan, Footscray Primary School managed COVID and extended periods of remote schooling, along with a major capital works project, and the transition to the Italian bilingual approach. After significant work in laying strong foundations both physically and metaphorically, this new strategic plan will focus on embedding and strengthening practices to further enhance learning and wellbeing outcomes for our young people. Whilst the review panel saw extensive evidence of a positive and inclusive culture, our student attitudes to school survey data continues to be lower than expected and this will be a focus in the new strategic plan. With the bilingual program growing each year in the previous strategic plan, teacher recruitment and induction has required significant strategic planning and resourcing and this will continue to be refined. With the bilingual approach reaching whole school implementation in 2026, there will be a focus on develop a coaching culture and embedding the FPS Learning Model in all classrooms, with a particular focus on Mathematics, Writing, and Language pedagogy.
Intent, rationale and focus	This School Strategic Plan will focus on the development of a coaching culture to support all staff and young people at Footscray Primary School to continue growing and learning through productive struggle. The initial years of the plan will focus on the final stages of curriculum, assessment and pedagogy development and bringing these into alignment with the Victorian Teaching and Learning Model 2.0 and the F-2 phonics implementation guidelines. We will continue to strengthen our multi-tiered systems of support, with a focus on differentiation to ensure all students are achieving learning growth and extension. With 80% of our mathematics being taught through Italian immersion, is it critical that we build capacity of teachers to draw on evidence-informed mathematics and language pedagogy and support this through classroom coaching and peer observations. Mathematics and Writing will be the main focus of the FPS Learning Model implementation, along with language pedagogy and practices. We will continue to build teacher capacity to work through collaborative inquiry cycles for students requiring additional support. This will incorporate continued professional learning on data literacy, moderation and small group instruction. Our goals are to empower all learners at our school to be active agents in their own growth, socially, emotionally, and academically.

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Goal 1	Maximise every student's learning growth within the school's bilingual context.
Target 1.1	<p>By 2029, increase the percentage of F to 6 students achieving at or above age expected level (Teacher Judgement, Semester 2, Victorian Curriculum 2.0):</p> <ul style="list-style-type: none"> • Writing from 85% (2024) to 88% • *Maths 2 from xx% (2025) to xx% <p>*Placeholder target to be confirmed when Maths 2 baseline data available (anticipated 2025), noting Maths 1 and Maths 2 are not comparable (English 1 and English 2 are comparable).</p>
Target 1.2	<p>By 2029, increase the 2024 percentage of students achieving NAPLAN exceeding proficiency level:</p> <ul style="list-style-type: none"> • Year 3 Writing from 0% to 10% <p>By 2029, decrease the 2024 percentage of students achieving NAPLAN developing and needs additional support proficiency level:</p> <ul style="list-style-type: none"> • Year 3 Writing from 34% to 15% <p>By 2029, increase the 2024 percentage of students achieving NAPLAN exceeding and strong proficiency levels:</p> <ul style="list-style-type: none"> • Year 3 Numeracy from 73% to 77% • Year 5 Numeracy from 65% to 75%
Target 1.3	<p>By 2029, increase the 2024 percentage positive endorsement in the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Instructional Leadership from 82% to 85% • Active participation from 72% to 76% • Feedback from 60% to 78% • School level support from 74% to 80%.
Key Improvement Strategy 1.ay 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	Build teacher knowledge and implementation of the Victorian Curriculum 2.0.
Key Improvement Strategy 1.ay Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.ay	

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.by 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	Strengthen implementation of the school's learning model, including alignment with the VTLM 2.0.
Key Improvement Strategy 1.by Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.by Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.cy 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	Build a culture of coaching to support improved teaching practice.
Key Improvement Strategy 1.cy Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.dy 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	Strengthened implementation of the collaborative inquiry cycles to inform learning challenge for all students
Key Improvement Strategy 1.dy Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.dy Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Maximise every student's wellbeing within the school's bilingual context
Target 2.1	By 2029, increase the 2024 percentage positive endorsement in the student Attitudes to School Survey: <ul style="list-style-type: none"> • Sense of connectedness from 68% to 72% • Managing bullying from 64% to 70%

	<ul style="list-style-type: none"> • Teacher concern from 64% to 70% • Emotional awareness and regulation from 63% to 68%.
Target 2.2	<p>By 2029, decrease the 2024 percentage of Foundation to Year 6 students absent for:</p> <ul style="list-style-type: none"> • 20 or more days from 32% to 25% • 30 or more days from 15% to 10%.
Target 2.3	<p>By 2029, increase the 2024 percentage positive endorsement in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Student Motivation and support from 71% to 76% • Teacher communication from 59% to 68%.
Key Improvement Strategy 2.ay Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Refine and embed the implementation of the MTSS
Key Improvement Strategy 2.ay Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.by Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review and refine the school's attendance processes and practices
Key Improvement Strategy 2.by Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.cy 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	Build a culture of coaching to support all staff in improved wellbeing practices
Key Improvement Strategy 2.cy Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.cy Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

