

# School Strategic Plan 2020-2024

Footscray Primary School (0253)



Submitted for review by Jenny Briggs (School Principal) on 22 January, 2022 at 05:52 PM

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# School Strategic Plan - 2020-2024

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<b>School vision</b>	We develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world.
<b>School values</b>	The Footscray Primary School pillars are Inquiry, Connection, Equity, and Empowerment. The pillars represent a range of dispositions, values and behaviours that come together to create a strong foundation for the way we aspire to live, learn, play and grow as a school community.
<b>Context challenges</b>	<p>Footscray Primary School is a Foundation to Year 6 school that has served the local community for 160 years. More than 30 cultures and a variety of socio-economic dynamics are represented within the school's population of approximately 370 students. We value our parents as partners and come together as a community often through formal and informal events. In 2022, significant capital works will be undertaken with the development of a Covered Outdoor Learning Area and General Learning Building to increase the enrolment capacity to 675.</p> <p>We offer an inquiry-based curriculum through the International Baccalaureate Primary Years Program (PYP), underpinned by the Victorian Curriculum. Through the PYP, we provide opportunities for our students to understand essential concepts, skills, knowledge and attitudes that will enable them to be life-long learners in our ever-changing world. Footscray Primary School is a Designated Bilingual Program school and we value the many benefits of language learning. In 2021, we introduced an Italian Bilingual program. Commencing with Foundation and Year 1 students in 2021 and extending with each new cohort following, students learn 50% of the Victorian Curriculum in Italian and 50% in English. Students within the bilingual program also learn an hour of Vietnamese language each week delivered through the ELLA (Early Learning Languages Australia).</p> <p>Footscray Primary School is a proud member of the Footscray Learning Precinct. The precinct is championing excellence in learning and teaching at all stages of education, building upon the richness and diversity of the community and provides opportunities for learning in new ways. We enjoy a strong collaborative partnership with Footscray High, Footscray City PS, and Victoria University to ensure we are continually working towards improved outcomes for our learners.</p> <p>Our community aims to ensure that every school experience is positive and respectful and we are guided by Respectful Relationships and School-Wide Positive Behaviour Support (SWPBS). We celebrate diversity and believe a sense of belonging and inclusion are fundamental to children's learning and ability to fully participate in life at school and beyond. We believe that all children have the right to learn and feel safe.</p>
<b>Intent, rationale and focus</b>	<p>In the school review, the panel observed engaging classrooms with teacher practice meeting the learning needs of most students. The Panel agreed that a focus on the instructional model supported through coaching and peer observations, and the monitoring of its effective implementation, be a feature of the next strategic plan.</p> <p>There was a growing focus on student leadership and voice, which would be enhanced with clearer expectations and a consistent</p>

	<p>continuum of learning. The next level of work is to build student agency to further empower them as active, independent learners. The school utilised a wide variety of opportunities and communications to involve the parent and carer body and the wider community in the life of the school. Further work to engage parents and carers as partners in learning, and to explore further opportunities within the wider community would enhance student learning. There will be a continued focus on the expansion of the bilingual program and ensuring student learning and wellbeing outcomes are enhanced.</p>
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<b>Goal 1</b>	Improve learning growth for all students
<b>Target 1.1</b>	<p>By 2024 increase the percentage of students achieving high benchmark growth in NAPLAN based on 2017 - 2019 average figures for:</p> <ul style="list-style-type: none"><li>• Reading from 25% to 38%</li><li>• Writing from 21% to 35%</li><li>• Numeracy from 18% to 30%</li></ul>
<b>Target 1.2</b>	<p>By 2024 decrease the percentage of students achieving low benchmark growth in NAPLAN based on 2017 - 2019 average figures for:</p> <ul style="list-style-type: none"><li>• Reading from 20% to 15%</li><li>• Writing from 24% to 18%</li><li>• Numeracy from 23% to 15%</li></ul>
<b>Target 1.3</b>	<p>By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, to increase from:</p> <ul style="list-style-type: none"><li>• 84% to 88% for stimulated learning</li><li>• 80% to 90% for self-regulation and goal setting</li><li>• 84% to 88% for motivation and interest</li></ul>

	<ul style="list-style-type: none"> <li>• 72% to 80% for student voice and agency</li> </ul>
<b>Target 1.4</b>	<p>By 2024 increase the percentage of positive responses in the School Staff Survey (SSS) factors based on 2020 figures from:</p> <ul style="list-style-type: none"> <li>• 76% to 84% for collective responsibility</li> <li>• 71% to 80% for guaranteed and viable curriculum</li> <li>• 62% to 72% for teacher collaboration</li> <li>• 70% to 80% for how to analyse data</li> <li>• 73% to 80% for instructional leadership</li> </ul>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Identify and embed an instructional model
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build teacher capabilities to know and deliver the curriculum that engages and challenges all students
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Build instructional leadership across the school
<b>Goal 2</b>	Empower students to be active agents in learning
<b>Target 2.1</b>	<p>By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, to increase from:</p> <ul style="list-style-type: none"> <li>• 72% to 80% for student voice and agency</li> <li>• 88% to 90% for self-regulation and goal setting</li> </ul>

	<ul style="list-style-type: none"> <li>• 88% to 90% for differentiated learning challenge</li> </ul>
<b>Target 2.2</b>	<p>By 2024 increase the percentage of positive responses in the School Staff Survey (SSS) factors based on 2020 figures from:</p> <ul style="list-style-type: none"> <li>• 76% to 80% for collective responsibility</li> <li>• 71% to 80% for guaranteed and viable curriculum</li> </ul>
<b>Target 2.3</b>	By 2024 decrease the percentage of students with 20+ absence days from 17% (in 2019) to 10%
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build staff capability to know and engage students as learners
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Build a culture of curiosity, inquiry, and creativity
<b>Key Improvement Strategy 2.c</b> Setting expectations and promoting inclusion	Develop strategies to improve attendance
<b>Goal 3</b>	Enhance student pathways in learning
<b>Target 3.1</b>	By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, to increase from:

	<ul style="list-style-type: none"> <li>• 91% to 92% for sense of inclusion</li> <li>• 78% to 85% for sense of connectedness</li> </ul>
<b>Target 3.2</b>	<p>By 2024 the percentage of positive responses for the Parent Opinion Survey factors, based on 2019 figures, will increase from:</p> <ul style="list-style-type: none"> <li>• 77% to 85% for student voice and agency</li> <li>• 84% to 87% for teacher communication</li> <li>• 75% to 80% for stimulating learning environment</li> <li>• 87% to 90% for successful transitions</li> </ul>
<b>Target 3.3</b>	<p>By 2024 all students are actively engaged in STEAM within the Footscray Learning Precinct (to be determined)</p> <p>By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, to increase from:</p> <ul style="list-style-type: none"> <li>• 84% to 90% for motivation and interest</li> <li>• 78% to 85% for sense of confidence</li> </ul>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Identify and develop learning pathways for students
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Maximise student learning growth in STEAM

**Key Improvement Strategy 3.c**  
Building communities

Further enhance community partnerships in learning