

School Strategic Plan 2019-2023

Footscray North Primary School (4160)



Submitted for review by Kay Willmott (School Principal) on 17 September, 2019 at 11:29 AM

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School vision	<p>Our mission, at FNPS, is to graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens in the community. Motto: Opening up learning: A world of possibilities</p>
School values	<p>As members of the FNPS community we value</p> <ul style="list-style-type: none">• Inclusion - through appreciation of individual and cultural differences and actively encouraging involvement by the whole school community• Excellence – by striving to excel at work and play and persisting to reach our goals• Respect – for our community’s views, beliefs and rights, considering everyone’s opinions and treating everyone as equal. <p>We respect ourselves and others, our belongings and the environment</p> <ul style="list-style-type: none">• Responsibility – by all the school community for our actions and behaviours, striving to achieve a stimulating and vibrant learning enrolment, by providing quality programs and encouraging each other to reach our full potential <p>Footscray North Primary School (FNPS) is committed to providing a safe, secure and stimulating learning environment, where students reach their full educational potential supported by a differentiated curriculum of the highest quality. FNPS recognises that student wellbeing and student learning outcomes are inextricably linked and understand that the school should promote this link both within the school environment and the classroom. We recognise the importance of the partnership between the school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p>
Context challenges	<p>Footscray North Primary School is an inner suburban primary school 6km from the Melbourne CBD. The population in the local area is changing. This is reflected in the changing SFOE: 2019- 0.3824 (2016-0.4493).</p> <p>Over the past 4 years FNPS has experienced strong growth in our enrolments: 2019 - 450 (2016 – 350). During this time FNPS has enacted the enrolment strategy which has minimized the enrolments of students beyond our designated neighbourhood zone. Current trends indicate the school population is likely to continue to grow. There are a number of high-density housing redevelopments in the neighbourhood zone that will likely contribute to this. The growth in school population has been catered for by the allocation and provision of portable classrooms.</p>

	<p>FNPS has spacious grounds that can accommodate the population growth projected and has taken steps to prepare for this growth. Staff have planned strategically for the demands placed on physical space and layout of the school to minimize the impact of loss of open spaces, and through the allocation of teaching spaces that prioritizes cohesion and collaboration of teaching teams.</p> <p>With a growth in the school population this has also resulted in a growth in staffing requirements. Rigorous staff recruitment, induction and mentoring, along with retention of staff, have been and will continue to be an area that requires attention to ensure that high quality practices are consistently implemented across the school. Due to the updated VGSA and introduction of the Learning Specialist Role, a range of leadership structures have been trialled and refined over the last review period (2016-2019) to support the school improvement agenda.</p> <p>Our student population is drawn from our local area. Over half our students speak a language other than English at home, with over 35 different language groups represented. Students who enrol speaking little or no English often spend a period of time attending the English Language School.</p>
<p>Intent, rationale and focus</p>	<p>FNPS remains committed to working as a Professional Learning Community. With an articulated, well understood teaching and learning cycle, collaborative teams have a clear shared purpose in their work. Teachers work collaboratively making links between students' progress data and their own professional learning needs. Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.</p> <p>Together, we focus on the following three big ideas:</p> <ul style="list-style-type: none"> • our fundamental purpose is to ensure that all students learn at high levels • to ensure that all students learn at high levels we work collaboratively to meet their needs • to know if students are learning and to respond to their needs there is a strong focus on data and evidence of student learning <p>There is an emphasis placed on students achieving a minimum of one year's growth for one year's work. To meet this challenge and ensure point of need teaching across the whole school, a challenge will be for all teachers to continue to grow in their practice.</p> <p>There is a school wide belief, commitment and support to increase teacher capacity through the work of collaborative teams, peer observations, strengthening data literacy, tracking student progress and coaching to support consistent high-quality program delivery. This support focuses on drawing upon current research to implement a shared pedagogical approach and agreed upon process that have been informed by Practice Principles and evidence-based teaching strategies.</p> <p>At FNPS we have a clear focus on the development of students' literacy (reading, writing, speaking and listening) and numeracy skills. We see these as the foundations for continued learning, and as such need students to become proficient with these skills as they progress through their education.</p>

School entry assessment information indicates that our school has a medium/high proportion of students entering school with belong to the high-risk group. Our current performance shows that when comparing student performance in NAPLAN that in year 3, students have progressed well through the foundational years, with strong performance against the state, similar school and network performance. Whilst performance is still strong at year 5, the proportion of students achieving well beyond the level has reduced. A challenge that emanated through the review was the opportunities for students to have greater voice and agency in their learning and across the school. The school is committed to furthering this work through the next strategic plan

Feedback from the review indicated that highly able students articulated a desire for a more challenging curriculum. The Panel identified a focus for the next SSP was the development of student engagement through strengthening opportunities for critical and creative thinking.

Footscray North Primary School is committed to the Be You approach. At Footscray North Primary School the engagement and wellbeing of our students is paramount. We have a strong focus on student wellbeing where standards of skills related to social and emotional capabilities are explicitly taught. Footscray North Primary School has a whole school behaviour management approach based on research, which allows student behaviour to be managed in a sensible way. The aim of this approach is to ensure learning is given the highest priority by managing behaviour so that disruptions to learning are minimized.

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Goal 1	To improve student outcomes in writing
Target 1.1	To reduce the decline of students in NAPLAN writing top two bands from Years 3–5 from 40 per cent in 2016–18 to no greater than 20 per cent in 2020–22.
Target 1.2	To increase the percentage of students above expected level in writing according to teacher judgement writing (second semester) in Years 3–6 from 18.5 per cent in 2018 to 25 per cent in 2022.
Target 1.3	All students will make at least 12 months growth in writing every 12 months according to teacher judgement.
Key Improvement Strategy 1.a Building practice excellence	Develop a community of writers
Key Improvement Strategy 1.b Building practice excellence	Strengthen teacher capacity as teachers of writing through the Teaching and learning cycle
Goal 2	To activate student voice and agency
Target 2.1	Increase AToS positive endorsement, Student voice and agency from 61 per cent in 2018 to 75 per cent in 2022.

Target 2.2	Staff rating on FISO continuum for Positive climate for learning-Empowering students and building school pride to increase from emerging (2019) to embedding (2023).
Key Improvement Strategy 2.a Building practice excellence	Develop teacher knowledge of student voice and agency
Key Improvement Strategy 2.b Building practice excellence	Develop collaborative practices and processes which support student voice and agency
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build teacher and student capacity to set aspirational goals, reflect on their learning and plan for the future
Goal 3	To develop student critical and creative thinking skills
Target 3.1	<p>Teacher judgement for students working beyond the expected level in Critical and creative thinking to be:</p> <ul style="list-style-type: none"> • Year 4 from 0 per cent in 2018 to 20 per cent in 2022 • Year 6 from 9 per cent in 2018 to 20 per cent in 2022
Target 3.2	<p>To increase AToS for</p> <ul style="list-style-type: none"> • High expectations for success from 89 per cent (2018) to 95 per cent (2022) • Stimulating learning from 63 per cent (2018) to 80 per cent (2022) • Differentiated learning from 82 per cent (2018) to 90 per cent (2022) • Effective teaching from 82 per cent (2018) to 90 per cent (2022)

Target 3.3	<p>To increase Staff Opinion Survey results</p> <ul style="list-style-type: none"> • Collective efficacy from 68 per cent (2018) to 80 per cent (2022) • Academic emphasis from 64 per cent (2018) to 75 per cent (2022) • Teacher collaboration from 45 per cent (2018) to 70 per cent (2022)
Key Improvement Strategy 3.a Building practice excellence	Develop teacher knowledge and capacity of creative and critical thinking
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Implement high impact teaching strategies (metacognition, collaboration and questioning)
Key Improvement Strategy 3.c Curriculum planning and assessment	Enhance the school's involvement in STEAM