

# School Strategic Plan 2023-2027

Footscray North Primary School (4160)



Submitted for review by Kay Willmott (School Principal) on 05 December, 2023 at 09:37 AM

Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 10 December, 2023 at 06:06 PM

Endorsed by Daniel Maunders (School Council President) on 11 December, 2023 at 09:28 AM

# School Strategic Plan - 2023-2027

Footscray North Primary School (4160)

<b>School vision</b>	<p>Footscray North Primary School has a strong tradition and reputation in the provision of excellence in education in the local area. In 2023, FNPS commemorated 100 years of providing outstanding education to the local community.</p> <p>Footscray North Primary School's vision is to support the learning and wellbeing outcomes of our students.</p> <p>Our mission at Footscray North Primary School is to graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens in the community.</p> <p>Our mission statement components are operationalized, implemented and monitored and provide a lens through which to guide us in decision making, resource allocation and aspiration.</p> <p>Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalize the goals and key improvement strategies contained in our SSP.</p>
<b>School values</b>	<p>Our school values provide a strong foundation in identifying the way that we work with our community through the creation of shared expectations and norms. They support us in decision making and action planning, supporting us in remaining focused on what is important.</p> <p>Footscray North Primary School's values are:</p> <p>Inclusion: through appreciation of individual differences and actively encouraging involvement by the whole school community.</p> <p>Excellence: by striving to excel at work and play and persisting to reach our goals.</p> <p>Respect: for our community's views, beliefs and rights, considering everyone's opinion and treating everyone as equal. We respect ourselves and others, our belongings and the environment.</p> <p>Responsibility: by all the school community for our actions and behaviors, striving to achieve a stimulating and vibrant learning environment, by providing quality programs and encouraging each other to reach our full potential.</p>

<p><b>Context challenges</b></p>	<p>Footscray North Primary School is continuing to experience growth in enrolments. Over the past 4 years the school has increased in enrollments by 160 students. In 2023, just over 600 students were enrolled at FNPS with projections indicating growth in enrolments will continue.</p> <p>In 2021, FNPS was fortunate to receive a significant building project to support the increase in enrolments (permanent capacity was expanded to 700 students), a competition sized gymnasium and significant upgrades to the grounds, including a sensory garden. The FNPS community continues to benefit from the spacious school site.</p> <p>Alongside the increase in student enrollments has been an increase in the size of the staff. This has required strategic recruitment, development of role clarity, documented school wide processes along with strong induction programs. The capacity development of all staff is supported by ongoing professional learning through work in collaborative teams, staff meetings, mentoring and coaching.</p> <p>Balancing the school based improvement work alongside system reforms and initiatives continues to require foresight and thoughtful planning to implement and monitor with fidelity.</p> <p>We have reviewed learning and wellbeing data related to our priority cohorts, including students that hold disadvantage, of EAL background and of ATSI background. The greatest 'gap' between the performance of these cohorts when compared to their peers was identified in attendance data. Students who are identified with a level of disadvantage are more frequently absent for more than 20 days each year than peers, who do not hold disadvantage.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Throughout the next strategic plan, FNPS aims to continue to build upon the strong results in considering the learning and wellbeing outcomes of our students.</p> <p>To support both learning and wellbeing outcomes of our students, FNPS is utilizing the Multi-Tiered System of Supports framework. Guiding the implementation of the MTSS framework at all tiers, are the key components of the utilization of evidence based practices with fidelity, a collaborative problem solving model, data and assessment systems and quality instruction for all.</p> <p>FNPS has a defined Teaching and Learning Cycle (TLC) and Wellbeing Processes. Both these are informed by the FISO inquiry cycle and focus on collaborative problem solving. Clear documentation around practices and processes support teams to develop consistency and fidelity in implementation.</p> <p>FNPS has an articulated Guaranteed and Viable Curriculum, supported by proficiency scales that define what students are required to know, understand, say and do. Collaboratively, teachers further unpack these skills through defining what it means to be proficient at this level by defining the 'rigour' required. Staff effectively and efficiently track students against proficiency scales to better differentiate in planning.</p> <p>FNPS has an embedded Instructional Model (IM) informed by the Gradual Release of Responsibility (GRR). Through the review</p>

process it was identified that there is further opportunity to strengthen instructional practices reflective of different stages within the IM in English and Mathematics. Further supporting this is the opportunity to ensure effective monitoring and further consideration of how and why certain instructional practices have potentially been more or less effective for all or some students.

The review process supported identification of next steps in the school improvement journey will focus on:

- building upon the embedded instructional model
- strengthen, align and embed Instructional practices (including but not limited to the HITS and HIWS) with a focus on high quality tier 1 universal strategies for both learning and wellbeing
- build teacher and teacher leader capabilities to monitor the impact of learning programs and engage in capability building conversations
- consideration around how 'adult learning' will be best facilitated (opportunity to consider when best to clarify, consult, collaborate or coach)
- to be responsive to system wide priority areas (mental health and disability and inclusion)
- awareness of system wide priority areas and implementation timelines (curriculum reforms, mental health and disability and inclusion)
- further strengthen partnerships within the parent/carer community to effectively support the learning and development of their child/ren
- refocus on implementing a whole school approach to activating student voice and agency in fostering positive outcomes in learning and wellbeing (including but not limited to ensuring proficiency scales are in student friendly language to support student goal setting and self-regulated learning.

# School Strategic Plan - 2023-2027

Footscray North Primary School (4160)

<b>Goal 1</b>	Maximise learning achievement and growth in literacy and numeracy for every student.
<b>Target 1.1</b>	<p>By 2027 increase the proportion of students achieving exceeding and strong in NAPLAN for:</p> <p>Year 3:</p> <ul style="list-style-type: none"><li>• Reading from 79% in 2023 to 89%</li><li>• Writing from 76% in 2023 to 86%</li><li>• Numeracy from 73% in 2023 to 83%</li></ul> <p>Year 5:</p> <ul style="list-style-type: none"><li>• Reading from 86% in 2023 to 90%</li><li>• Writing from 76% in 2023 to 86%</li><li>• Numeracy from 74% in 2023 to 85%</li></ul>
<b>Target 1.2</b>	<p>By 2027 increase the percentage of Foundation to Year 6 students achieving above age-expected level by Teacher Judgement for:</p> <ul style="list-style-type: none"><li>• Reading and viewing from 38% in 2022 to 43%</li><li>• Writing from 27% in 2022 to 33%</li><li>• Number and algebra from 37% in 2022 to 43%</li></ul>

<p><b>Target 1.3</b></p>	<p>By 2027 increase the percentage of students making at or above expected growth using Teacher Judgement Growth – time series data for:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 78% in 2022 to 90%</li> <li>• Writing from 78% in 2022 to 90%</li> <li>• Number and algebra from 86% in 2022 to 94%</li> </ul>
<p><b>Target 1.4</b></p>	<p>By 2027 increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• Instructional leadership from 74% in 2022 to 86%</li> <li>• Teacher collaboration from 60% in 2022 to 78%</li> <li>• School level support from 63% in 2022 to 74%</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> 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</p>	<p>Build teacher capability to use agreed, evidence-based pedagogical practices to ensure high impact for every child</p>
<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning</p>	

<p>growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.b</b> 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</p>	<p>Build leadership capability of all staff to have high expectations and be responsive to the needs of students and staff</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Goal 2</b></p>	<p>Strengthen wellbeing and engagement for every student</p>
<p><b>Target 2.1</b></p>	<p>By 2027 increase the percentage positive endorsement on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 65% in 2023 to 75%</li> <li>• Stimulated learning from 78% in 2023 to 84%</li> <li>• Managing bullying from 77% in 2023 to 82%</li> <li>• sense of confidence from 73% in 2023 to 82%</li> </ul>

<b>Target 2.2</b>	<p>By 2027 increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 80% in 2022 to 91%</li> <li>• Staff trust in colleagues from 76% in 2022 to 92%</li> <li>• academic emphasis from 65% in 2022 to 76%</li> </ul>
<b>Target 2.3</b>	<p>By 2027 decrease the percentage of equity funded students with more than 20 days absence from 53% in 2022 to 32%.</p> <p>By 2027 decrease the average days absent of equity funded students from 32.4 to 20.</p>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement inclusive practices to ensure high quality and tiered supports for all students
<b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	



<p><b>Key Improvement Strategy 2.a</b>          Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.b</b>          Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen strategies to empower students to be engaged and active agents of their own learning and wellbeing</p>
<p><b>Key Improvement Strategy 2.b</b>          Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</b>          Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	