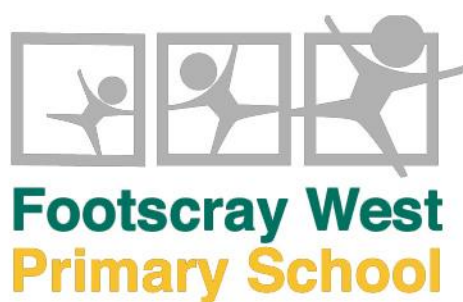# School Strategic Plan 2023-2027

Footscray West Primary School (3890)

Submitted for review by Brendan Millar (School Principal) on 04 January, 2024 at 03:48 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 26 January, 2024 at 05:13 PM
Endorsed by Andrew Newman (School Council President) on 05 February, 2024 at 01:56 PM

School Strategic Plan - 2023-2027

Footscray West Primary School (3890)

School vision	Working together to make our shared world a better place for all.
School values	Footscray West Primary School's values are Belonging, Respect, Resilience and Responsibility. We will develop meaningful and respectful relationships and connections. We will model and demonstrate kindness. We will harness our wonder and curiosity to expand our knowledge and understanding. We will promote excellence through effort, determination and achievement. We will instil a strong sense of self. We will encourage reflection, heartfelt gratitude and the expression of genuine appreciation to others.
Context challenges	Footscray West Primary School is located in the inner west of Melbourne, in an area which has gentrified over the past ten years. Our Student Family Occupation and Education index (SFOE) is in the low band (0.1862), indicating a low level of socio-educational disadvantage, resulting in minimal equity funding. We are fortunate to be a part of a community that embraces diversity, inclusion and respect for others. The school has experienced increasing transiency in recent years as families move in and out of the area. Despite this, student enrolment numbers have hovered around the 680 mark for the past few years with enrolments only taken from within our zone, as per The Department of Education's policy. In 2023, our Koori population, students with refugee backgrounds and students in Statutory Out of Home Care was less than 1% for each cohort. Our English as Additional Language learners made up approximately 11% of our student population. We currently utilise all classroom learning spaces for the 29 grades and seven learning specialists. Our specialist program consists of Physical Education, Visual Art, Performing Arts, Italian, Music, Library and Social Skills. Our school also runs a small group tuition program through the Tutor Learning Initiative. This is to support students needing additional support, as identified via NAPLAN results. We are in the early stages of a building project which will replace an undersized gymnasium and music room with a competition grade court, as well as two specialist learning spaces and facilities. Outdoor space remains a premium and planning for the retention of these spaces is a priority for master planning. Our programs will be affected by our building project which is expected to impact the school from late 2024 until mid 2026. Our staff population remains relatively stable, particularly given the challenging climate of staffing in schools at present. We have varied experience levels across our staff complement, both in teaching and education support roles, and our staff opinion data is very positive. Our school's curriculum is rigorous and our student data remains strong year to year. Building upon previous strengths, in the past few years we have been implementing a more structured approach in literacy and numeracy, in line with research-based best practice. This will continue to be a focus moving forward. In 2023, our school began the transition to the new Disability Inclusion funding model. This has expanded our ability to provide targeted support for students with disabilities at the Tier 1, Tier 2 and Tier 3

	levels. In 2024, we will employ a Mental Health and Wellbeing Leader, as an additional staff member to join our existing Wellbeing Team and support our students and their families.
Intent, rationale and focus	At Footscray West Primary School, we are aiming to foster a strong sense of belonging in our community, which bolsters students' sense of self and personal achievement. Our school review, undertaken in 2023, identified the need for a greater focus on stretching all students in their learning, particularly those already achieving above the expected level. We believe that in developing capable and confident learners, we are building students' opportunities and confidence to achieve our school vision of 'Working together to make our shared world a better place for all.'

Our school community historically has valued inclusion and wellbeing and this remains an integral priority for our school. Through the adoption of the Berry Street Education Model (an evidence led framework to support students' self-regulation, relationships and wellbeing) we will continue to increase student engagement and significantly improve academic achievement.

In focusing on both wellbeing and learning each year across the next four years of our strategic plan, we aim to extend our school's culture of excellence and connectedness. Our targets are high and our goals are extensive, so a carefully planned rollout of key activities will support us to achieve this within the four year timeframe.

We plan to build the capacity of our staff to excel in their teaching practice and provide an inclusive and supportive environment to ensure our students achieve their personal best. We will foster enduring partnerships with families to ensure our students have a strong sense of self, care for others and the ability to set and achieve their future goals. |

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Goal 1	Maximise the learning growth of all students in literacy and numeracy.
Target 1.1	Placeholder text – NAPLAN target to be confirmed
Target 1.2	By 2027, increase the percentage of positive responses on the School Staff Survey for: **Factor** — **2022** — **Target** Moderate Assessment Tasks Together — 80% — 85% Teacher Collaboration — 64% — 69% Understanding formative assessment — 77% — 82% Use a pedagogical model — 80% — 85%
Target 1.3	By 2027, increase the percentage of positive responses on the Attitudes to School Survey for: **Factor** — **2022** — **Target** Differentiated learning — 87% — 90% Perseverance — 72% — 76% Motivation and Interest — 79% — 84%
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	Strengthen the capabilities of professional learning teams to expertly use learning evidence, research and the FISO 2.0 improvement cycle to improve student learning outcomes through quality differentiation.

For the Target 1.2 table, the values are:

Factor	2022	Target
Moderate Assessment Tasks Together	80%	85%
Teacher Collaboration	64%	69%
Understanding formative assessment	77%	82%
Use a pedagogical model	80%	85%

Factor	2022	Target
Differentiated learning	87%	90%
Perseverance	72%	76%
Motivation and Interest	79%	84%

positive, safe and orderly learning environment	
Key Improvement Strategy 1.a 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.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed an agreed Instructional Model for literacy and numeracy.
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Building student capacity to understand and monitor their own growth.
Goal 2	Strengthen the wellbeing of all students.
Target 2.1	By 2027, increase the percentage of positive responses on the Attitudes to School Survey for:

By 2027, increase the percentage of positive responses on the Attitudes to School Survey for:

Factor	2022	Target
Sense of Confidence	77%	82%

	Sense of Connectedness 78% 83% Resilience 72% 76%
Target 2.2	By 2027, increase the percentage of positive responses on the School Staff Survey for: **Factor** **2022** **Target** Understand how to analyse data 63% 70% Using student feedback to improve practice 57% 65%
Target 2.3	By 2027, decrease the percentage of students with 20+ days absence from 42% to 20%.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of tier 1, 2 and 3 students.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a 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	
Key Improvement Strategy 2.b	Embed a whole-school approach to inclusion, wellbeing and engagement.

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	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c 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 targeted intervention practices and protocols that promote attendance.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.d 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 active partnerships with specialist services, education providers and community organisations to provide responsive support to students.
Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to	

support student learning, wellbeing and inclusion	