School Strategic Plan 2025-2029

Footscray City Primary School (1912)

Submitted for review by Jessie Hand (School Principal) on 01 May, 2025 at 04:47 PM
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Awaiting endorsement by School Council President

VICTORIA State Government | Education and Training

School Strategic Plan - 2025-2029

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School vision	Our Mission at Footscray City Primary School is that we are future making for every child so that they are learning to learn, learning to thrive and learning to contribute. Our Vision at Footscray City Primary School is that our students will possess the skills, knowledge and ways of thinking that enable them to embrace learning, respond to challenges and thrive as active members of the community.
School values	At Footscray City Primary School we are a diverse and inclusive community who value: ~ Taking RESPONSIBILITY for our learning and our impact on our selves, others and our environment ~ Thinking and acting with KINDNESS which means we are friendly towards others and considerate of their feelings ~ Demonstrating RESILIENCE by persisting and being courageous when faced with challenges in our learning and relationships
Context challenges	From our Pre-Review Self-Evaluation and the School Review process, we have identified our key challenges as: Establishing a culture of challenge that deliveres improved learning growth and achievement for students with a focus on intervention for those working above expected level. Continuing to respond to diverse learning and wellbeing needs within the student population, including those students with disabilities. Building and maintaining positive partnerships with parents/carers that contribute to high levels of trust, collaboration and improved learning and wellbeing outcomes for students.
Intent, rationale and focus	The intent of the School Strategic Plan 2025-2028 is to maximise the learning and wellbeing outcomes of all students. The intent of maximising learning outcomes is important for every child to experience success and to support pathways through all stages of learning and schooling. Over the life of this School Strategic Plan we will prioritise the development of a culture of challenge, where every student is appropriately extended in their learning. This will require further building teachers' curriculum knowledge and the continued development of the guaranteed and viable curriculum, based on the Victorian Curriculum 2.0. We will continue to build our pedagogical practices, based on the evidence informed approaches currently being implemented. Continued work to build a learning culture focused on high expectations of

	learning for every student is a focus in the next strategic plan. The intent of maximising wellbeing outcomes is important because this is a vehicle for the development of personal and social capabilities that in turn enrich learning, mental health and wellbeing and the social connections and relationships of each child. Over the life of this School Strategic Plan we will prioritise the strengthening of students' wellbeing through consistent implementation of the school's multi-tiered systems of support. This will be further supported by the development of students' personal and social capabilities and student agency. Improved teacher knowledge of the Victorian Curriculum 2.0, including the capabilities, will be an enabler for this work. A review and refinement of the roles and responsibilities for education support and intervention teaching staff will be another enabler, along with improved teacher practice through strengthened use of the Professional Learning Community model. Professional learning and coaching will support the planning for and implementation of appropriate learning challenges for all students, including those requiring extension. Additional opportunities to further engage with parents regarding their child's learning progress will be explored.

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Goal 1	Maximise the learning outcomes for all students.
Target 1.1	Placeholder target to be confirmed - Reading and Writing using 2024 growth baseline and Maths 2 when growth data available (anticipated 2026, including similar school results) By 2029, increase the percentage of Years 1 to 6 students achieving at or above expected growth over one year (Teacher Judgement, Semester 2, Victorian Curriculum 2.0): • Reading from xx% (2024) to xx% • Writing from xx% (2024) to xx% • Mathematics from xx% (202x) to xx%.
Target 1.2	By 2029, increase the 2024 percentage of students achieving NAPLAN Exceeding or Strong proficiency levels: Year 3: • Reading from 82% to 86% • Writing from 78% to 83% • Numeracy from 75% to 81%. Year 5: • Reading from 84% to 89% • Writing from 81% to 86% • Numeracy from 69% to 80%.

Target 1.3	By 2029, increase the 2024 percentage positive endorsement by all staff in the School Staff Survey: • Collective efficacy from 82% to 86 %. By 2029, maintain the 2024 90% or higher percentage positive endorsement by all staff for the factors of: • Instructional leadership which was 92% • Collective focus on student learning which was 96% • Guaranteed and viable curriculum which was 95%.
Key Improvement Strategy 1.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	Strengthen professional learning community processes and practices, with a focus on curriculum, instruction and assessments.
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.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.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	Review and refine teacher knowledge and documentation of the Victorian Curriculum 2.0 of English and mathematics to support planning for differentiation.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b 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.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.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	Enhance the implementation of evidence informed pedogogical practices.

Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	Maximise the wellbeing of all students
Target 2.1	By 2029, increase the 2024 percentage positive endorsement by Years 4 to 6 students in the Attitudes to Schools Survey: • High expectations for success from 89% to 93% • Effective teaching time from 78% to 82% • Student voice and agency from 62% to 66% • Emotional awareness and regulation from 73% to 77%.
Target 2.2	By 2029, increase the 2024 percentage of Foundation to Year 6 students achieving above expected level (Teacher Judgement, Semester 2, Victorian Curriculum):

	• Personal and Social Capabilities from 1.63% to 7%
Target 2.3	By 2029, increase the 2024 percentage positive endorsement in the Parent Opinion Survey: • Teacher communication from 66% to 70% • Effective teaching from 71% to 76% • Stimulated learning environment from 74% to 78%.
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	Refine systems and processes for families to partner with the school to support student wellbeing and learning engagement.
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 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian	Review and refine teacher knowledge, documentation and assessment of the Victorian Curriculum 2.0 capabilities.

Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
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	Develop a whole-school approach to enhance learner dispositions, voice and agency.
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.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	