

**Footscray City Primary School #1918 Strategic Plan 2017-2020**

*For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.*

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Jessie Hand November 21 <sup>st</sup> 2017	.....[name].....[date]	.....[name].....[date]
School council: Cameron Smith November 21 <sup>st</sup> 2017	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: ..... [name] [date]	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>FCPS has a strong culture around personalised learning, the nurturing of student engagement and wellbeing and strong partnerships between staff, students and the school community.</p> <p>A priority for the life of this School Strategic Plan is the development of a school vision, mission and values statement that all stakeholders have the opportunity to contribute to the development of.</p>	<p>The current documented school values of Footscray City Primary School are:</p> <ul style="list-style-type: none"> <li>● Excellence</li> <li>● Empathy</li> <li>● Honesty</li> <li>● Fairness</li> <li>● Respect</li> </ul> <p>As part of the Start Up Program at the beginning of each school year, every classroom and specialist teacher works through these values with students, unpacking what these mean in terms of our rights and responsibilities at school.</p> <p>Linking with our social skills and resilience programs, each classroom and specialist program develops an Essential Agreements document, outlining the commitments all parties are making in terms of behaviours and attitudes in relation to learning and relationships. These are then collated as an Essential Agreements Newsletter and distributed to families.</p> <p>This collaborative work amongst students, with their teachers, serves as a reference point throughout each school year. It is the basis upon which feedback and recognition can be provided to those students meeting their responsibilities, and also serves as a powerful reflection tool when students do not meet their responsibilities and need support to improve their behavior or attitudes in relation to their learning and/or relationships.</p>	<p>The self-evaluation and school review confirmed the following barriers to improved student achievements and learning gain over the life of the previous strategic plan:</p> <p><b>Practice variance</b> - variance across classes in implementing the agreed instructional model was a barrier to improved outcomes particularly for numeracy and in some classes for writing. Processes for induction of new staff were developed with a mentor assigned to each, support given within the PLTs and some coaching for graduates. The School Review Panel suggested that greater focus on induction and building staff capacity through feedback practices would reduce the variance.</p> <p><b>Approaches to learning and teaching writing</b> - Processes for the implementation of the Gradual Release of Responsibility (GRoR) model of learning had not facilitated the model being used consistently, especially for writing. Writing outcomes were also impacted due to inconsistent teaching of writing craft with a major focus on language conventions. The panel attributed this to the development of curriculum where the essential learnings for language conventions had been completed but essential learnings had not been developed for other elements of writing.</p> <p><b>Mathematical content and concepts knowledge</b> - teacher understanding of the Mathematics curriculum, or understanding of developmental stages in acquiring mathematical concepts as well as insufficient consolidation of skills, was an area that had impeded learning growth for some students.</p> <p><b>Understanding data and using multiples sources of data for planning</b> - The PRSE highlighted that while there were rich sources of data, using data to support greater differentiation of student learning had been a barrier to learning gain, particularly in numeracy. Teacher judgements showed inconsistency as students progressed through the school and practices such as moderation and triangulation of data to ensure greater consistency were not regular in all PLTs. The goal to maximise students' opportunity to learn through improved attendance and learning behaviours was partially achieved. Attendance met the set targets while some Attitudes to School Survey targets were met.</p>	

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)									
<p><b>1. To develop creative, curious and reflective learners.</b></p>	<p><b>Theory of action:</b> Leading the school community to promote a future focused vision underpinned by common values will secure commitment and high expectations for all stakeholders to realise the potential of all students.</p> <p>If students are encouraged to question and learn through a range of high impact teaching and learning strategies within learning focused on STEAM, then student curiosity and critical and creative thinking will be developed and applied in real-life situations.</p> <p><b>FISO Dimension:</b> Vision, Values and Culture Building Communities Intellectual engagement and self-awareness</p>	<ol style="list-style-type: none"> <li>1. Embed the vision, mission and values that underpin learning and relationships.</li> <li>2. Enhance the personal, ethical and intercultural capabilities of the community</li> <li>3. Develop learner dispositions through a focus on critical and creative thinking capabilities</li> <li>4. Develop and implement Integrated Scope and Sequence that connects student learning to local, national and global issues and actions.</li> <li>5. Develop and implement STEAM themes into appropriate Scope and Sequence documents</li> </ol>	<p><b>Attitudes to School</b> By the end of the SSP period the percentage of positive responses in the following dimensions will be:</p> <ul style="list-style-type: none"> <li>• Stimulating Learning – 90% (2017 – 70%)</li> <li>• Student Voice and Agency – 90% (2017 – 65%)</li> <li>• Student Motivation and Interest – 90% (2017 – 84%)</li> <li>• Sense of Inclusion – 90% (2017 – 79%)</li> <li>• School Connectedness – 95% (2017 – 87%)</li> </ul> <p><b>Parent Opinion Survey</b> By the end of the SSP period the school will have attained and maintained the following targets:</p> <ol style="list-style-type: none"> <li>1. School Ethos and Environment <ul style="list-style-type: none"> <li>• General Satisfaction – 90% and above (2017 – 92%)</li> <li>• School Pride and Confidence – 90% and above (2017 – 90%)</li> </ul> </li> <li>2. Student Cognitive Environment <ul style="list-style-type: none"> <li>• Stimulating Learning Environment – 95% and above (2017 – 89%)</li> <li>• Student Agency and Voice – 90% and above (2017 – 80%)</li> </ul> </li> <li>3. Connectedness and Progression <ul style="list-style-type: none"> <li>• School Connectedness – 95% and above (2017 - 97%)</li> </ul> </li> </ol> <p><b>Student Achievement against the Victorian Curriculum Standards</b></p> <p>Science</p> <ul style="list-style-type: none"> <li>• Increase the proportion of students by 33% achieving A and B from the 2016 benchmark.</li> </ul> <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>• Establish a benchmark figure based on the DET critical and creative thinking tasks and improve that each year of the SSP</li> </ul>									
<p><b>2. To maximise student learning growth across the curriculum with a focus on writing and mathematics</b></p>	<p><b>Theory of Action:</b> If practice excellence is developed through embedding the whole school instructional model and collaborative data-driven planning, feedback and reflective practices, then learning growth for each student will improve.</p> <p><b>FISO Dimensions:</b></p> <ul style="list-style-type: none"> <li>• Building practice excellence</li> <li>• Curriculum, planning and assessment</li> <li>• Evidence based high impact teaching strategies</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop FCPS Essential Learnings aligned to the Victorian Curriculum and deepen teacher knowledge of concepts and progression.</li> <li>2. Develop assessment strategies to enhance formative teaching practices.</li> <li>3. Build formative assessment and moderation practices</li> <li>4. Embed High Impact Teaching Strategies</li> <li>5. Embed high performing PLTs</li> </ol>	<p><b>Priority Area #1 – Mathematics</b></p> <p><b>1. NAPLAN – Relative Growth Report</b> By the end of the SSP period the school will attain the following targets:</p> <table border="1" data-bbox="2181 1413 2795 1520"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>High growth</td> <td>25%</td> <td>56%</td> </tr> <tr> <td>Medium growth</td> <td>56%</td> <td>44%</td> </tr> </tbody> </table> <p><b>2. NAPLAN – Group Summary Report</b> By the end of the SSP period the school will attain the following targets:</p> <ul style="list-style-type: none"> <li>• Each cohort of year 3 students will at least maintain the proportion of students in top two bands in year 5 and decrease the proportion of students in the bottom two bands by 50% by 2020.</li> </ul> <p><b>3. Mathematics Online Interview</b> By the end of the SSP period the school will attain the following targets:</p>		2017	2020	High growth	25%	56%	Medium growth	56%	44%
	2017	2020										
High growth	25%	56%										
Medium growth	56%	44%										

- Instructional and shared leadership

- 95% of students in year two will have completed Counting
- 95% of students in year 3 will have completed addition/subtraction and place value
- 95% of students in year 4 will have completed multiplication/division

#### 4. Teacher Judgements against Victorian Curriculum Standards

By the end of the SSP period the school will attain the following targets:

- 75% of students in each year level achieve A & B standard in Measurement & Geometry and Statistics & Probability
- 80% of students in each year level achieve A & B standard in Number & Algebra
- 100% of students achieving A & B standard to maintain this each year
- That all students make a minimum of 12 months growth in 12 months in writing for the life of the SSP

#### Priority Area #2 – Writing

##### 1. NAPLAN – Relative Growth Report

By the end of the SSP period the school will attain the following targets:

	2017	2020
High growth	18%	59%
Medium growth	67%	40%
Low growth	15%	1%

##### 2. NAPLAN – Group Summary Report

By the end of the SSP period the school will attain the following targets:

- Percentage of students in top two bands

##### 3. Teacher Judgements against Victorian Curriculum Standards

By the end of the SSP period the school will attain the following targets:

- 75% of students in each year level achieve A & B standard
- 100% of students achieving A & B standard to maintain this each year
- That all students make a minimum of 12 months growth in 12 months in writing for the life of the SSP

<p><b>3. To empower students as leaders and enhance student agency in their own learning.</b></p>	<p><b>Theory of Action:</b> If students understand themselves as learners, and have agency to set learning goals, make choices in what and how they learn and how they are assessed and have a voice in school decision making, then skill as self-directed learners and leaders will be developed.</p> <p><b>FISO dimensions:</b></p> <ul style="list-style-type: none"> <li>• Empowering students and building school pride</li> <li>• Intellectual engagement and self-awareness.</li> </ul>	<ol style="list-style-type: none"> <li>1. Construct an explicit program at each year level to develop the skills needed for self-directed learning.</li> <li>2. Provide a greater range of opportunities for developing leadership skills and participation in decision-making.</li> </ol>	<p><b>Attitudes to School</b> By the end of the SSP period the percentage of positive responses in the following dimensions will be:</p> <ul style="list-style-type: none"> <li>• Stimulating Learning – 90% (2017 – 70%)</li> <li>• Student Voice and Agency – 90% (2017 – 65%)</li> <li>• Student Self-Regulation and Goal Setting – 90% (2017 – 82%)</li> <li>• Student Motivation and Interest – 90% (2017 – 84%)</li> <li>• Student Learning Confidence – 90% (2017 – 82%)</li> </ul>
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