

# School Strategic Plan 2020-2024

Footscray High School (7842)



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# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>At Footscray High School we are committed to every student having access to a world class education. Inspiring young people to develop the 'essential skills' required for their future pathways in an inclusive and positive learning environment is our priority. We will provide all students with a comprehensive and innovative curriculum that focuses on individual growth and addresses the skills and dispositions required for citizens of the 3rd millennium.</p> <p>Our vision is to draw on international research and best practice to ensure that our curriculum and programs promote choice and agility to deal with complex, unknown and rapidly changing futures. Footscray High School's vision is to provide excellence in learning and teaching, achievement, innovation and self- improvement within a supportive, healthy, safe and secure environment that is inclusive of all.</p> <p>Footscray High School's mission is to provide excellence in education through a caring and diverse environment that encourages the holistic development of each student. We aim to provide students with rich academic, social, physical and creative experiences that develop their full talents and uniqueness.</p> <p>We aspire to be an educational establishment renowned for its vibrant community, which develops creative thinking and learning dispositions in order for our students to engage with the complex challenges of an ever-changing world. The community have a collective responsibility to engage in the total life of the school and to actively pursue a range of learning experiences. Our ultimate aim is to develop compassionate students with the personal qualities and attributes that will enable them to face their future with confidence</p> <p>Our logo highlights the concept of tomorrow together.</p> <p>With eyes cast forward, this is three schools coming together to form confident, capable and creative individuals. We have drawn from pride of place. Footscray in its eclectic glory remains the hero, therefore the brand is formed around a strong F logomark.</p> <p>Propelling forward this is a brand that is future ready. The core mark remains simple, clean and almost classic while secondary language feels energised and proudly unlike anything within the secondary education sector. Colours showcase our diverse community while pattern making is derivative from the brand mark – directional and dynamic. The result is a brand that feels aligned with the younger urban student demographic while can still appear considered and sophisticated.</p>
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<p><b>School values</b></p>	<p><b>Unity</b> Our school is built on collaboration. This is where three campuses, many cultures and infinite personal journeys unite with pride and with purpose. We lift each other up, building on the strength and support of our whole community to achieve greatness.</p> <p><b>Respect</b> Respect – for ourselves, our colleagues, our individual traditions and our shared future inspires us in every way. We treat each other with care, compassion and kindness; we act with integrity; and we are engaged in making a positive impact on our world.</p> <p><b>Creativity</b> We embrace doing things differently because we want to make a difference. We draw on wisdom, experience and our own original thinking to create new possibilities. Future focused, open minded and proudly progressive, we constantly seek a better way.</p> <p><b>Endeavour</b> The boldness of our vision is matched by our relentless spirit, our self-belief and the pride that comes from hard work. The enthusiasm which drives our endeavour also demonstrates our character: In the classroom and beyond, we strive to be our very best.</p>
<p><b>Context challenges</b></p>	<p>The school, as a newly established entity in 2020 and with three campuses from 2021, will continue with a complexity of operation that provides challenges for consistency and high-quality practices. It is accepted that from its inception there were different cultures in the older merged campuses of Kinnear Street (Footscray City College) and Barkly Street, (Gilmore College for Girls) as well as the need to establish and build upon these with the new campus of Pilgrim Street. A key challenge for Footscray High School will be to continue to build on our Pillars of UNITY, RESPECT, CREATIVITY and ENDEAVOUR.</p> <p>The first two years of operation have been significantly impacted by COVID restrictions which have prevented more extensive whole-school approaches to teaching and learning and Positive Climate. The focus and challenge for the first stages of the new strategic direction will be to ensure student and staff wellbeing as we transition back to onsite teaching and learning. Our further focus and challenge will be to ensure academic catch up using robust assessment and deployment of targeted resources.</p> <p>As a multi campus school within the Footscray Learning Precinct the school SFOE is significantly diverse across the three campuses. This presents the challenge of distributing educational resources based on data and evidence, to ensure student needs are met.</p>

	<p>As a burgeoning school that is managing the financial implications of a merger and sudden decline of international students a key challenge will be to ensure strong financial management with a focus on delivering the new strategic direction of the school.</p> <p>During the life of this current strategic plan the Kinnear Campus will be undergoing significant facility upgrades which will conclude in Term 4 2023. There will be a significant challenge in ensuring the continuation of a high quality senior secondary program, as our first cohort of Junior students transition to the senior secondary.</p>
<p><b>Intent, rationale and focus</b></p>	<p>As Footscray High School embarks on the new strategic direction our endeavour is to bring our vision of becoming a school of excellence in the West of Melbourne to life. We aim to transition from a new school to a school with consolidated practices that focusses on continuous improvement with students at the core. In our initial phase we have gained the trust of the community with over 300 year 7 enrolments for the first 3 years of operation. Our endeavour is to provide outstanding pathways from our two junior campuses into our senior secondary campus, thus maintaining high retention. Through effective year to year transitions we will know our students as learners and as people, providing them with the support and guidance they require to flourish in their chosen pathways</p> <p>We are part of the Footscray Learning Precinct and together with Footscray Primary School, Footscray City Primary School and a new integrated early learning centre we endeavour to transform education in Melbourne's inner west.</p> <p>Our vision is for the Footscray Learning Precinct to become be a world-leading education precinct, providing excellence in teaching and learning in Melbourne's inner west. The Precinct will build on the richness and diversity of the community and will provide opportunities for learning across all stages of education.</p> <p>We are combining our resources and expertise and working closely with our Precinct partners Victoria University and Maribyrnong City Council.</p> <p>As a school we accept our role in being fundamental to improved learning, enhanced pathways and improved educational outcomes.</p> <p>We will prioritise:: A focus on consistent high quality instructional practices. This is a priority because we know that explicit teaching and the cycle of improvement is key to collective and individual growth.</p>

	<p>A focus on consistent high quality wellbeing and engagement strategies. This is a priority because we know that healthy happier students and staff do better.</p> <p>A focus on active student engagement through their voice and agency. This is a priority because we want to empower students as active, independent learners and to build upon the developing wellbeing practices.</p> <p>A focus on developing pathways for students that are future focussed and develop the skills, dispositions and capabilities that promote choice.</p> <p>A focus on developing staff capacity and leadership. This is a priority because Footscray High School is a large multi campus School and staff coherence led by a supportive and innovative leadership team is essential to our success. This supports our pillar of UNITY, we are three campuses but one school.</p> <p>The development of annual implementation plans that will focus on ongoing reflection and effective use of data and evidence will ensure this plan remains the focal point of our improvement. Footscray High School will align its leadership structure, professional learning plans, Performance and Development Processes and participation in communities of practice that will support the implementation and success of this Strategic Plan.</p>
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<b>Goal 1</b>	Every student in every class will maximise their learning growth
<b>Target 1.1</b>	By 2024 improve the percentage of students achieving benchmark growth in NAPLAN based on 2021 - 2023 average figures for reading, writing, and numeracy from 25% to 30% or more for above benchmark growth, 55 % to 50% for at benchmark, and 25 % to 20% or less for below benchmark growth.
<b>Target 1.2</b>	<p>By 2024, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top two bands will be maintained and increased by 10% (based on 2021 NAPLAN data). The percentage of students in the bottom two bands will be decreased by 10% (based on 2021 NAPLAN data).</p> <p>Year 9 2021</p> <p>Reading - 31% in the top two bands. 16% in the bottom two bands.</p> <p>Writing - 10% in the top two bands. 27% in the bottom two bands.</p> <p>Numeracy - 22% in the top two bands. 13% in the bottom two bands.</p>
<b>Target 1.3</b>	By 2024 improve the VCE mean study score to 30 or above. Improve the percentage of students with 37+ study scores to 20% based on 2021 figures that place the network at 18%
<b>Target 1.4</b>	By 2024 improve the percentages of students at or above expected growth in English and Mathematics according to teacher judgements, based on 2021 figures

	<ul style="list-style-type: none"> <li>• improve the percentage of students at or above expected growth in English <ul style="list-style-type: none"> <li>○ Writing - at expected growth - from 89% in 2021 to 50% in 2024. Above expected growth from 15% in 2021 to 25% in 2024.</li> <li>○ Reading -at expected growth - from 90% in 2021 to 50% in 2024. Above expected growth from 17% in 2021 to 25% in 2024.</li> <li>○ Speaking and Listening - at expected growth - from 50% in 2021 to 50% in 2024. Above expected growth from 11% in 2021 to 25% in 2024.</li> <li>○</li> </ul> </li> <li>• improve the percentage of students at or above expected growth in Mathematics <ul style="list-style-type: none"> <li>○ Measurement and Geometry - from 33% in 2021 to 50% in 2024. Above expected growth from 13% in 2021 to 25% in 2024.</li> <li>○ Number and Algebra - from 32% in 2021 to 50% in 2024. Above expected growth - from 11% in 2021 to 25% in 2024.</li> <li>○ Statistics and probability - from 48% in 2021 to 50% in 2024. Above expected growth - from 23% in 2021 to 25% in 2024.</li> </ul> </li> </ul>
<p><b>Target 1.5</b></p>	<p>By 2024, on the School Staff Survey, increase positive response percentages to 70% (compared with 2021 results) at each campus for the following modules:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning - Practice Improvement from 31% in 2021 to 70% in 2024</li> <li>• Teaching and Learning - Planning 41% in 2021 to 70% in 2024</li> <li>• Teaching and Learning - Implementation 40% in 2021 to 70% in 2024</li> <li>• Teaching and Learning – Evaluation 34% in 2021 to % in 2024</li> </ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop and implement a research based instructional teaching and learning model that reflects all stages of learning
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop a culture of professional learning that drives a consistent, school-wide approach to teaching and learning
<b>Key Improvement Strategy 1.c</b> Empowering students and building school pride	Build student voice, leadership, and agency in their learning
<b>Goal 2</b>	Improve student engagement and wellbeing in an optimal learning environment
<b>Target 2.1</b>	<p>By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2021 figures, to be at least 65% at each campus for:</p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour 49% 2021% to 65% in 2024</li> <li>• Teacher concern 30% 2021% to 65% in 2024</li> <li>• Attitudes to attendance 78% 2021% to 80% in 2024</li> <li>• School connectedness 41% 2021% to 65% in 2024</li> <li>• Student voice and agency 33% 2021% to 65% in 2024</li> <li>• Advocate at school 59 % 2021% to 65% in 2024</li> <li>• Managing bullying 38% 2021% to 65% in 2024</li> <li>• Respect for diversity 39 % 2021% to 65% in 2024</li> </ul>
<b>Target 2.2</b>	<p>By 2024 increase the percentage of positive responses in the Parent Opinion Survey factors based on 2021 figures to 65% (average) or abovefor:</p> <ul style="list-style-type: none"> <li>• Managing bullying 71% 2021% to 80% in 2024</li> </ul>



	<ul style="list-style-type: none"> <li>• Non-experience of bullying 73% 2021% to 80% in 2024</li> <li>• Promoting positive behaviour 62% 2021% to 65% in 2024</li> <li>• Respect for diversity 76% 2021% to 80% in 2024</li> <li>• Student connectedness 79% 2021% to 80% in 2024</li> <li>• Positive transition 68% 2021% to 80% in 2024</li> <li>• Student agency and voice 60% 2021% to 65% in 2024</li> <li>• Confidence and resiliency skills 64% 2021% to 65% in 2024</li> </ul>
<b>Target 2.3</b>	<p>By 2024 improve attendance based on 2021 data to 90% attendance</p> <p>Reduce the number of unexplained absence to 30%</p>
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Co-design a consistent school-wide approach to student engagement, wellbeing and inclusion
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Build student voice, leadership and agency
<b>Key Improvement Strategy 2.c</b> Vision, values and culture	Develop a culture of professional learning that drives a consistent, school-wide approach to engagement and wellbeing
<b>Goal 3</b>	Enhance student pathways in learning

<b>Target 3.1</b>	By 2024 improve retention rates of students from Year 9 to Year 10 to 80% or above (except for students enrolled in DET select entry schools)
<b>Target 3.2</b>	By 2024 develop FLP-wide transition programs.
<b>Target 3.3</b>	By 2024 improve the VCE completion rate to 99+% and the percentage of Year 12 students with a positive exit destination to 85%
<b>Target 3.4</b>	<p>By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2021 figures, to be at least 65% at each campus for:</p> <ul style="list-style-type: none"> <li>• Effective Teaching Time 55% 2021% to 65% in 2024</li> <li>• Differentiated learning challenge 52% 2021% to 65% in 2024</li> <li>• Stimulated learning 44% 2021% to 65% in 2024</li> <li>• Sense of confidence 52% 2021% to 65% in 2024</li> <li>• Motivation and interest 52% 2021% to 65% in 2024</li> <li>• Self-regulation and goal setting 50% 2021% to 65% in 2024</li> <li>• Student voice and agency 33% 2021% to 65% in 2024</li> </ul>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Identify and develop learning pathways for all students
<b>Key Improvement Strategy 3.b</b>	Maximise student learning growth in STEAM

Intellectual engagement and self-awareness	
<b>Key Improvement Strategy 3.c</b> Building communities	Further enhance community partnerships in learning